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ABSTRACT

The Texas Academic Skills Program (TASP) is a statewide program designed to ensure that all students attending public colleges and universities have the basic reading, mathematics, and writing skills necessary to perform effectively at the college level. All entering first-time freshmen are required to take the TASP test, which has a basic skills focus and a "rising junior" component, and to complete remedial course work if they do not pass all sections of the test. Students in Texas cannot obtain a baccalaureate degree from a public institution nor graduate from a public community college without passing the TASP. This third edition of the TASP policy manual includes all rules and guidelines related to the TASP, both for administrators and those applicable to students. Examples of the approximately 100 policy topics covered include: academic dishonesty, admission requirements, alternative assessment, athletic eligibility and the TASP, cheating, certificate programs, disabled students, foreign students, institutional placement testing, minimum performance standards, nontraditional educational experiences, veterans, and withdrawing from remediation. The Texas Education Code Chapter 5, Subchapter P: "Testing and Remediation" is included as an appendix. (JLS)

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ED 401 805

TASP™

TEXAS ACADEMIC SKILLS PROGRAM

POLICY MANUAL

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TEXAS HIGHER EDUCATION COORDINATING BOARD

DECEMBER 1995

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INTRODUCTION

The third edition of the TASP Policy Manual contains substantial changes to statewide TASP policy. Most of these changes resulted from legislation passed by the 74th Texas Legislature, but a number of revisions came from requests for clarification that arose since the last policy manual was published in 1993.

A slightly different procedure for policy development was used in the preparation of this manual. Once new legislation was signed by the Governor's Office, interim policies were developed at the Coordinating Board with the assistance of a statewide policy committee. Those interim policies were sent to every institution with a request for feedback that was, when possible, incorporated into a new draft of the policy manual. The draft manual was then returned to the statewide policy advisory committee for final edits. The result is the manual you now hold in your hand.

While the above procedure sounds straightforward, a great many helpful comments were provided by the Coordinating Board's General Counsel, the Community and Technical Colleges Division, the Governmental Relations and Public Information Office, and, of course, the TASP staff.

This manual is a compilation of all relevant TASP policies in a single document. Please throw away all old manuals and policy memos/letters. The law, Subchapter P and other pertinent source documents are cited where applicable. To assist users in locating new information and language, all new or modified portions of this manual are in **BOLD CAPITAL LETTERS**. An updated index is provided, and once again the manual has been three-hole punched to permit use either as a bound or loose leaf document.

Institutions should feel free to reproduce and distribute copies of this manual to all in need of the information. This manual will also be made available on the Internet under the Coordinating Board HomePage (http://info.thecb.texas.gov).

Special thanks go to all those people at public post-secondary institutions across the state who provided valuable comments and suggestions on TASP policies. Not every suggestion could be incorporated into policy for one reason or another, but it was very useful to see where the weight of consensus was on a particular issue. Thanks also to the Coordinating Board General Counsel and the Committee of Chief Academic Officers which serves as our statewide policy committee.

This manual is a bit larger than the old one, mainly due to new legislative inputs. It is our hope that this document will prove useful for those of you who must deal with TASP policy issues.

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ACADEMIC DISHONESTY – see TESTING IRREGULARITIES

ACADEMIC FRESH START – also see EXEMPTIONS

TEC 51.929 entitles residents of Texas to seek admission to public institutions of higher education without consideration of courses taken 10 or more years prior to enrollment. This legislation has been called the "right to an academic fresh start," and it gives students the option of having course work taken 10 or more years prior to the starting date of the semester in which the applicant seeks to enroll included or ignored for admission purposes.

STUDENTS WITH THREE OR MORE SEMESTER CREDIT HOURS OR THE EQUIVALENT FROM AN ACCREDITED INSTITUTION AWARDED PRIOR TO FALL SEMESTER 1989 ARE EXEMPT FROM THE TEXAS ACADEMIC SKILLS PROGRAM (TASP) REGARDLESS OF ANY ELECTION OF ACADEMIC FRESH START.

[redacted] – see EXEMPTIONS

[redacted] – see EXEMPTIONS

[redacted]

An institution may not use performance on the test as a condition of admission into the institution. *(TEC 51.306[d])*

An institution which by law may not offer lower-division courses may use performance on the Certification Form of the examination as a condition of admission. *(SCP, 5.313 [a][7])*

A health science center may use performance on the Certification Form of the examination as a condition of admission only to upper-level programs. *(SCP, 5.313 [a][8])*

Two-year institutions, under limited circumstances, may require passing all or portions of the TASP Test as a prerequisite for entry into certain specialized programs. This use of TASP Test scores must be limited to highly selective programs for which there is a strong rationale for such a prerequisite. Therefore, while institutions may use TASP prerequisites for certain specialized programs, they cannot use TASP Test scores as an admission screen to the institution in general.

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ADVANCED PLACEMENT (AP) TESTS -- also see EXEMPTIONS; HIGH SCHOOL STUDENTS; NONTRADITIONAL EDUCATIONAL EXPERIENCES

If an Advanced Placement (AP)Test was completed prior to fall 1989 **and** an accredited institution has awarded or will award at least three **SEMESTER CREDIT** hours **OR THE EQUIVALENT**, the student **MAY BE** exempted from the TASP Test.

INSTITUTIONS ARE ADVISED TO DELAY AWARDING COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) AND AP CREDIT UNTIL THE END OF THE FIRST ENROLLED TERM ON CAMPUS. THIS ACTION WILL HELP AVOID SITUATIONS WHERE STUDENTS ARRIVE ON CAMPUS IN POSSESSION OF NINE OR MORE HOURS OF COLLEGE CREDIT, WHICH PUTS THEM IN VIOLATION OF THE REQUIREMENT TO TAKE THE TASP TEST PRIOR TO ACCUMULATING NINE HOURS. INSTITUTIONS CHOOSING TO AWARD SUCH "UP FRONT" CREDIT MUST BE AWARE THAT ALL TASP RULES APPLY TO SUCH STUDENTS WHO MUST BE DENIED ENROLLMENT OR RE-ENROLLMENT AT TEXAS PUBLIC INSTITUTIONS OF HIGHER EDUCATION UNTIL THE TEST IS TAKEN.

ADVISEMENT AND [redacted]

Each institution shall establish an advising program to advise students at every level of undergraduate courses and degree options that are appropriate for the individual student. *(TEC 51.306 (l); SCP, 5.317 [h])*

Because it is the institution's responsibility by law to advise each student, the institution must provide systematic processes to assist students at all undergraduate levels with course selection and degree options, but especially prior to having passed the TASP Test or having developed a firm academic plan. After TASP requirements are met and the student has a well-defined academic plan, students must, as a minimum, have opportunities to ask questions, obtain necessary support, and receive appropriate information when it is needed. Self-advisement programs and/or options do not meet the purpose and intent of the law and must not be used by institutions.

ALTER[redacted]

The Board shall establish other assessment procedures to be used by institutions in exceptional cases to allow a student to enroll in upper division courses in cases where student test results do not meet standards *(TEC 51.306[g])*. This provision offers an alternative form of basic skill assessment for "exceptional cases" where a student **IS BELIEVED TO POSSESS** the **REQUISITE** skill knowledge but is unable to demonstrate mastery on the TASP examination. *(SCP, 5.315 [a])*

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NOTE: THERE ARE NO WAIVERS FOR THE TASP TEST SIMPLY BECAUSE A STUDENT CANNOT PASS IT. UNLESS A STUDENT IS EXEMPT UNDER POLICY OR LAW, ALL STUDENTS MUST TAKE AND PASS THE TASP TEST IF THEY EXPECT TO PROGRESS BEYOND 59 HOURS AND TAKE UPPER-DIVISION HOURS OR GRADUATE.

AN EXCEPTIONAL CASE IS DEFINED AS a student **WHO IS BELIEVED TO POSSESS THE REQUISITE SKILL KNOWLEDGE BUT IS UNABLE TO DEMONSTRATE MASTERY ON THE TASP EXAMINATION**; **FAILS** at least one part of the Texas Academic Skills Program Test Battery; **PERFORMS** satisfactorily (as shown by a grade of C or higher) in pertinent college-level course work that can be counted toward the student's degree or certificate, if any; **PERFORMS** satisfactorily in pertinent remedial/developmental programs (as certified by one or more remedial/developmental educators); **ATTEMPTS AND COMPLETES** the failed part of the test battery at least two more times without receiving a passing score **(IF THE STUDENT HAS A DIAGNOSED DISABILITY THAT CAN BE VERIFIED, THE STUDENT MUST HAVE REQUESTED AND TESTED UNDER ACCOMMODATIONS APPROPRIATE FOR THAT DISABILITY IN ALL THREE ATTEMPTS)**; and **APPLIES** to the student's institution for permission to be assessed as an exceptional case and receives such permission. *(SCP 5.312)*

NOTE: SATISFACTORY PERFORMANCE IN A REMEDIAL OR DEVELOPMENTAL PROGRAM MEANS THAT THE STUDENT SUCCESSFULLY COMPLETED (PASSED) THE REMEDIAL PROGRAM PRESCRIBED BY THE INSTITUTION AND THAT THE INSTITUTION IS CONVINCED THAT THE STUDENT POSSESSES THE SKILLS NEEDED TO PASS THE TASP TEST. EVIDENCE THAT A STUDENT POSSESSES THE REQUIRED SKILLS IS IMPORTANT HERE, NOT SIMPLY PARTICIPATION OR TIME SPENT IN REMEDIATION.

IT IS ALSO IMPORTANT TO NOTE THAT, AS STATED ABOVE, THE STUDENT MUST TAKE, COMPLETE AND ATTEMPT THE FAILED PART(S) OF THE TASP TEST BATTERY A TOTAL OF AT LEAST THREE TIMES PRIOR TO CONSIDERATION FOR SPECIAL CASE STATUS. STUDENTS CANNOT SKIP PORTIONS OF THE TEST THAT HAVE NOT BEEN PASSED, AND HAVE THOSE TESTS COUNTED FOR THE PURPOSES OF SEEKING EXCEPTIONAL CASE STATUS. THAT IS, EACH PORTION OF THE TEST FOR WHICH ALTERNATIVE ASSESSMENT IS SOUGHT MUST HAVE BEEN ATTEMPTED AND FAILED AT LEAST THREE TIMES.

The Texas Higher Education Coordinating Board staff must review the application and recommendations, **DECIDE IF THE DOCUMENTATION PROVIDED SUPPORTS CLASSIFICATION AS AN EXCEPTIONAL CASE AND, IF THE CASE MEETS ALL REQUIREMENTS**, then specify: (1) the "other assessment procedures" that must be used and (2) the examiners who must conduct the "other assessment procedures." **THE COMMISSIONER OF HIGHER EDUCATION HAS AUTHORITY TO APPROVE OR DISAPPROVE APPLICATIONS FOR ALTERNATIVE ASSESSMENT.** *(SCP 5.315 [b])*

In applying for permission to be assessed as an "exceptional case," the student must: **(1)** state what **HE OR SHE BELIEVES** caused the previous test results to be below passing level, **(2) STATE** why the he or she expects the "exceptional case" assessment results to be above the passing level, and **(3) SIGN A STATEMENT THAT HE OR SHE HAS SEEN THE ALTERNATIVE ASSESSMENT METHODOLOGY DEVELOPED BY THE INSTITUTION, AND INDICATE AGREEMENT OR DISAGREEMENT WITH THE METHODOLOGY. IF THERE IS DISAGREEMENT, THE STUDENT MAY MAKE RECOMMENDATIONS. THE STUDENT'S APPLICATION TO THE INSTITUTION FOR ALTERNATIVE ASSESSMENT MUST INCLUDE A HISTORY OF THE STUDENT'S SCORES ON THE TASP TEST. (STUDENTS SHOWING PROGRESSIVE IMPROVEMENT ON THE TASP TEST OVER TIME <u>WILL NOT</u> BE CONSIDERED AS CANDIDATES FOR EXCEPTIONAL CASE STATUS.)**

THE STUDENT MUST SUCCESSFULLY COMPLETE THE INSTITUTION'S PRESCRIBED APPROPRIATE REMEDIAL PROGRAM THAT COVERS THE TASP SKILLS TESTED. THE PROGRAM CURRICULUM WITH THE TASP SKILLS HIGHLIGHTED MUST BE INCLUDED IN THE APPLICATION PACKET TO THE COORDINATING BOARD.

FOR REMEDIATION TO HAVE MAXIMUM EFFECT, AND FOR THE PURPOSE OF SEEKING "EXCEPTIONAL CASE" STATUS, A STUDENT MUST ATTEMPT THE CERTIFICATION FORM OF THE TASP TEST THREE TIMES OVER THE PERIOD OF AT LEAST ONE CALENDAR YEAR (NO MORE THAN ONE COUNTABLE ATTEMPT DURING EACH MAJOR TERM OR SEMESTER), SO THAT THE LAST ATTEMPT IS AT LEAST ONE CALENDAR YEAR FROM THE ORIGINAL ATTEMPT. DURING THIS PROCESS, <u>ALL TASP RULES WILL APPLY INCLUDING THE REQUIREMENT FOR CONTINUOUS REMEDIATION.</u>

If the student has a condition **THAT PREVENTS OPTIMAL PERFORMANCE ON THE TEST BUT IS TREATABLE (E.G., TEST ANXIETY),** the student must present evidence **TO THE INSTITUTION** of satisfactory participation in an **APPROPRIATE TREATMENT** program **BEFORE THE STUDENT IS ELIGIBLE FOR ALTERNATIVE ASSESSMENT**.

IF THE STUDENT HAS A DIAGNOSED DISABILITY, THE STUDENT MUST REQUEST AND TEST UNDER APPROPRIATE SPECIAL ACCOMMODATIONS IN EACH TERM AS DEFINED ABOVE. THIS IS TO ALLOW STUDENTS THE MAXIMUM OPPORTUNITY TO DEMONSTRATE THEIR TRUE ABILITIES ON THE TEST, BECAUSE THE IMPACT OF A DISABILITY CAN BE REDUCED THROUGH THE USE OF APPROPRIATE ACCOMMODATIONS. STUDENTS WITH DYSLEXIA OR RELATED DISORDERS MAY CHOOSE TO AVAIL THEMSELVES OF THE PROVISIONS OF SB 944 (SEE EXEMPTIONS).

The student's institution will certify a student as an "exceptional case" **CANDIDATE** using any pertinent information appropriate to support the decision. One or more remedial/developmental educators must be involved in the decision-making process. The institution must submit to the Coordinating Board **STAFF** all evidence that was considered and a statement as to why the student is thought to be an "exceptional case". **THE INSTITUTION MUST (1) BE CONVINCED THAT THE STUDENT POSSESSES THE TASP SKILLS BUT CANNOT DEMONSTRATE THEM ON THE CERTIFICATION FORM OF THE TEST AND (2) TAKE ON THE ROLE OF ADVOCATE FOR THE STUDENT.**

AS PART OF ITS ADVOCACY OF THE STUDENT'S PETITION FOR ALTERNATIVE ASSESSMENT, AN INSTITUTION MUST ALLOW THE STUDENT TO ATTEMPT A COLLEGE-LEVEL COURSE APPROPRIATE TO THE AREA OF DEMONSTRATED DEFICIENCY, WHICH THE STUDENT MUST COMPLETE SUCCESSFULLY IN ADDITION TO ANY REQUIRED REMEDIATION. SUCCESSFUL ACCOMPLISHMENT OF SUCH COURSE WORK WILL SERVE AS ADDITIONAL EVIDENCE THAT THE STUDENT POSSESSES THE REQUIRED SKILLS BUT CANNOT DEMONSTRATE THEM ON THE TASP TEST.

In certifying a student as an "exceptional case" to the Coordinating Board, the institution must recommend a set of other assessment procedures that is appropriate to the student's needs and comparable to the skills and difficulty of the regular TASP Test. **THE INSTITUTION MUST ARRANGE FOR THE ALTERNATIVE ASSESSMENT INSTRUMENT/PROCEDURE TO BE REVIEWED FOR VALIDITY BY ONE OR MORE PERSONS COMPETENT IN PSYCHOMETRICS, AND THE APPLICATION MUST INCLUDE AN EXPLANATION OF HOW THE ALTERNATIVE ASSESSMENT MEASURES THE TASP SKILLS AT THE DIFFICULTY LEVEL SET BY THE BOARD. A PUBLISHED, COMMERCIALLY AVAILABLE, "OFF THE SHELF" INSTRUMENT MAY BE A PART OF THE ALTERNATIVE ASSESSMENT BUT MAY NOT BE THE ONLY ALTERNATIVE ASSESSMENT INSTRUMENT.**

The exceptional case student's performance must be judged and then certified in writing as passing by the examiner(s) who conducted the other assessment procedures, the educator(s) who conducted the remedial or developmental programs at

the student's institution, and the chief executive officer (or his or her designee) at the student's institution. The Texas Higher Education Coordinating Board staff must agree that the student's performance was minimally acceptable (passing) on the other assessment procedure, was comparable to that required on the regular TASP Test, and satisfied the requirements of the law.

It is important to note that this provision was not intended **TO AUTOMATICALLY QUALIFY** students with disabilities **FOR "EXCEPTIONAL CASE" STATUS. STUDENTS WITH DISABILITIES MAY BE CONSIDERED FOR ALTERNATIVE ASSESSMENT ONLY AFTER HAVING MET ALL REQUIREMENTS SPECIFIED IN THIS SECTION -- INCLUDING THE REQUIREMENT TO TEST WITH ACCOMMODATIONS APPROPRIATE TO THEIR DISABILITY AS DESCRIBED IN THE TASP REGISTRATION BULLETIN. INSTITUTIONS ARE OBLIGATED BY THE AMERICANS WITH DISABILITIES ACT (ADA) TO PROVIDE STUDENTS WITH DISABILITIES REMEDIATION SPECIFICALLY DESIGNED TO BENEFIT PERSONS WITH THEIR SPECIFIC DISABILITY AND MUST PROVIDE EVIDENCE OF THAT REMEDIATION AS PART OF THE APPLICATION FOR ALTERNATIVE ASSESSMENT.**

STUDENTS WITH ENGLISH LANGUAGE DIFFICULTIES (E.G., ENGLISH AS A SECOND LANGUAGE [ESL] STUDENTS) DO NOT AUTOMATICALLY QUALIFY FOR "EXCEPTIONAL CASE" STATUS. INSTITUTIONS MUST ENSURE THAT SUCH STUDENTS SUCCESSFULLY PARTICIPATE IN ESL REMEDIATION UNTIL LANGUAGE IS NOT A PROBLEM IN TAKING THE TASP TEST. SUCCESSFUL COMPLETION OF ALL NECESSARY ESL WORK IS A PREREQUISITE FOR APPLYING FOR "EXCEPTIONAL CASE" STATUS.

Students at two-year schools who are pursuing certificates and degrees that require passing the TASP Test are also eligible for alternative assessment.

TEC 21.048 governs students seeking to enter teacher education programs in Texas. It requires a basic skills test for all who desire to become certified teachers in the state and does <u>not</u> permit alternative assessment as an option. Since all entering college freshmen will be tested for basic skills under TEC 51.306, the number of teacher candidates seeking to enter teacher education programs who have not taken and passed a basic skills test should be very small. Nevertheless, the requirement will continue indefinitely for those coming from out-of-state **OR** private schools **AND THOSE SEEKING ALTERNATIVE TEACHER CERTIFICATION. STUDENTS SEEKING TO BECOME CERTIFIED TEACHERS IN TEXAS MUST MEET THE PROVISIONS OF TEC 21.048 AND PASS ALL SECTIONS OF THE TASP TEST.**

TO ASSIST INSTITUTIONS AND STUDENTS IN APPLYING FOR "EXCEPTIONAL CASE" STATUS, THE FOLLOWING CHECKLISTS ARE PROVIDED:

INSTITUTIONAL CHECKLIST

_____ VERIFY THAT THE STUDENT HAS FAILED A SECTION OF THE TASP TEST AT LEAST THREE TIMES

_____ VERIFY THAT THE STUDENT HAS SUCCESSFULLY COMPLETED ALL APPROPRIATE REMEDIATION

_____ PROVIDE A DETAILED REMEDIAL PROGRAM CURRICULUM INDICATING WHEN AND HOW THE APPROPRIATE TASP SKILLS WERE TAUGHT TO THE STUDENT

_____ VERIFY THAT THE STUDENT HAS TAKEN, UNDER THE CONDITIONS SPECIFIED IN THE TASP POLICY MANUAL, THE CERTIFICATION FORM OF THE TASP TEST THREE TIMES OVER THE PERIOD OF AT LEAST ONE CALENDAR YEAR (NO MORE THAN ONE COUNTABLE ATTEMPT DURING EACH MAJOR TERM) WITH THE THIRD ATTEMPT AT LEAST ONE CALENDAR YEAR AFTER THE FIRST ATTEMPT

_____ CONCLUDE THAT THE STUDENT POSSESSES THE REQUISITE TASP SKILL KNOWLEDGE BUT CANNOT DEMONSTRATE IT ON THE TASP TEST

_____ INFORM STUDENT OF PROVISIONS FOR EXCEPTIONAL CASE STATUS

_____ DECIDE THAT THE INSTITUTION WILL BECOME AN ADVOCATE FOR THE STUDENT IN SEEKING EXCEPTIONAL CASE STATUS SHOULD THE STUDENT CHOOSE TO DO SO

_____ ALLOW THE STUDENT TO ATTEMPT A COLLEGE-LEVEL COURSE APPROPRIATE TO THE AREA OF DEMONSTRATED DEFICIENCY

_____ GATHER DOCUMENTATION TO SUPPORT CERTIFICATION OF THE "EXCEPTIONAL CASE" CANDIDATE IN CONSULTATION WITH ONE OR MORE REMEDIAL/DEVELOPMENTAL EDUCATORS

_____ ENSURE THAT, IF APPLICABLE, THE STUDENT HAS BEEN SCREENED FOR COMPLIANCE WITH POLICIES DESCRIBED IN THE TASP POLICY MANUAL FOR STUDENTS WITH DISABILITIES, ENGLISH AS A SECOND LANGUAGE, SB 944, OR TEACHER CERTIFICATION

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_____ IF THE STUDENT HAS A CONDITION THAT PREVENTS PERFORMANCE AT OPTIMAL LEVEL ON THE TASP TEST, BUT IS TREATABLE (E.G., TEST ANXIETY), INCLUDE EVIDENCE OF SATISFACTORY PARTICIPATION IN AN APPROPRIATE TREATMENT PROGRAM

_____ DEVELOP AN ALTERNATIVE ASSESSMENT INSTRUMENT OR PROCEDURE AND HAVE IT REVIEWED FOR VALIDITY BY ONE OR MORE PERSONS COMPETENT IN PSYCHOMETRICS. PROVIDE AN EXPLANATION OF HOW THE ASSESSMENT WAS DEVELOPED AND VALIDATED

_____ CERTIFY THAT THE ALTERNATIVE ASSESSMENT INSTRUMENT OR PROCEDURE MEASURES THE TASP SKILLS AT THE DIFFICULTY LEVEL SET BY THE BOARD

_____ MAKE RECOMMENDATIONS TO THE COORDINATING BOARD STAFF AS TO WHO WILL ADMINISTER THE ALTERNATIVE ASSESSMENT INSTRUMENT OR PROCEDURE

_____ HAVE STUDENT REVIEW THE ALTERNATIVE ASSESSMENT METHODOLOGY TO BE USED AND INDICATE, IN WRITING, AGREEMENT OR DISAGREEMENT WITH THAT METHODOLOGY. IF THERE IS DISAGREEMENT, THE STUDENT MAY MAKE RECOMMENDATIONS

_____ SEND ALL RELEVANT MATERIALS DESCRIBED ABOVE INCLUDING THE STUDENT'S TASP SCORE HISTORY, A COMPLETE STUDENT TRANSCRIPT, INSTITUTIONAL CERTIFICATION OF THE STUDENT AS A CANDIDATE FOR EXCEPTIONAL CASE STATUS AND THE FORMAL REQUEST FOR ALTERNATIVE ASSESSMENT TO THE COORDINATING BOARD STAFF

STUDENT CHECKLIST

YOUR PUBLIC INSTITUTION OF HIGHER EDUCATION MUST PETITION THE COORDINATING BOARD FOR YOU TO BE CONSIDERED FOR ALTERNATIVE ASSESSMENT AS AN "EXCEPTIONAL CASE" UNDER THE TEXAS ACADEMIC SKILLS PROGRAM. HOWEVER, YOU MUST INITIATE THE PETITION BY CONTACTING YOUR CAMPUS TASP OFFICE BY LETTER AND SUPPLY THAT OFFICE WITH THE FOLLOWING INFORMATION:

_____ **A LETTER WRITTEN TO YOUR INSTITUTION'S TASP LIAISON REQUESTING THAT YOU BE CONSIDERED FOR "EXCEPTIONAL CASE" ALTERNATIVE ASSESSMENT IN LIEU OF THE TASP TEST FOR FULFILLMENT OF YOUR TASP REQUIREMENT. THE LETTER MUST ADDRESS 1) WHY YOU BELIEVE YOUR SCORES ON THE CERTIFICATION FORM OF THE TASP TEST ARE BELOW THE MINIMUM STANDARD, AND 2) WHY YOU EXPECT PERFORMANCE ON THE ALTERNATIVE ASSESSMENT WILL BE ABOVE THE PASSING STANDARD**

_____ **EVIDENCE OF SUCCESSFUL COMPLETION OF A COLLEGIATE LEVEL COURSE APPROPRIATE TO THE AREA OF DEFICIENCY**

_____ **COPIES OF ALL YOUR TASP SCORES**

_____ **IF YOU HAVE A CONDITION THAT PREVENTS YOU FROM PERFORMING OPTIMALLY ON THE TASP TEST, BUT THAT IS TREATABLE (E.G., TEST ANXIETY, NOT DIAGNOSED DISABILITIES), INCLUDE EVIDENCE OF SATISFACTORY PARTICIPATION IN AN APPROPRIATE TREATMENT PROGRAM**

_____ **A SIGNED STATEMENT PROVIDED BY YOUR INSTITUTION THAT YOU HAVE REVIEWED THE ALTERNATIVE ASSESSMENT METHODOLOGY (NOT THE ACTUAL INSTRUMENT[S]) AND INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH THE PROPOSED METHODOLOGY. IF YOU DISAGREE WITH THE METHODOLOGY SELECTED, YOU MAY OFFER SPECIFIC RECOMMENDATIONS OF YOUR OWN**

YOUR PETITION FOR "EXCEPTIONAL CASE" STATUS MUST FIRST BE SUBMITTED TO YOUR INSTITUTION -- USUALLY THE CAMPUS TASP LIAISON. ***APPLICATIONS SENT BY STUDENTS DIRECTLY TO THE TASP OFFICE OF THE TEXAS HIGHER EDUCATION COORDINATING BOARD WILL BE RETURNED WITHOUT ACTION.***

ANNUAL REPORT -- see INSTITUTIONAL REPORTING

ATHLETIC ELIGIBILITY AND THE TASP

The TASP could have implications for student athletes. NCAA, NAIA, and NJCAA eligibility rules have requirements regarding number of accumulated hours that count toward a degree, how many remedial hours can be taken and when, and what constitutes adequate progress toward a degree. Special consideration must be given to remedial work required by TASP and how it will be viewed where athletic eligibility is concerned. If TASP prevents a student athlete from taking upper-division courses beyond 59 SCHs, athletic eligibility could be jeopardized under the various "satisfactory progress" clauses of the athletic associations.

Advisers and athletic departments must work together to ensure that student athletes are given timely and accurate information which will permit them to meet all TASP requirements while complying with the rules of the appropriate athletic association.

ATTENDANCE FOR REMEDIAL ACTIVITIES

Subchapter P, 5.317 (b) states that:

> ...during each semester in which a student is enrolled, he or she must participate and be enrolled in a remedial course or other remedial program provided by the institution.

This policy statement clearly indicates a student must both enroll in and participate in required remedial activities. Institutions should develop policy consistent with this TASP policy.

INSTITUTIONS THAT CHOOSE TO VIEW ALL OFFERED SUMMER SESSIONS AS PARTS OF ONE ACADEMIC SUMMER TERM MUST REQUIRE STUDENTS TO REMEDIATE DURING ANY APPROPRIATE SUMMER SESSION(S) AS LONG AS THE AMOUNT AND QUALITY OF REMEDIATION TAKEN IS AT LEAST THE EQUIVALENT OF WHAT WOULD BE TAKEN DURING A REGULAR LONG TERM (E.G., FALL OR SPRING). HOWEVER, TO ENSURE THAT COLLEGIATE- LEVEL HOURS ARE NOT ACCUMULATED WITHOUT BENEFIT OF REQUIRED REMEDIAL WORK, INSTITUTIONS SHOULD HAVE AFFECTED STUDENTS SIGN A STATEMENT ACKNOWLEDGING THAT THE STUDENT UNDERSTANDS THAT IF, AT THE END OF THE SUMMER, THE PROPER REMEDIATION FOR THAT TERM HAS NOT BEEN COMPLETED, COLLEGIATE COURSE CREDIT WILL BE DENIED.

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Response to students not attending TASP-required remedial activities should be based upon institutional policy as long as the general policy requirement of "continuous remediation" is met. There are existing policies about withdrawing from some of a student's required remediation without dropping the student from school; however, withdrawing from all required remedial/developmental activities must be associated with dropping the student out of school.

Institutions must track students to warn those who are not attending required remediation and drop them from school if they continue to fail to attend these activities as required by law. Giving such students incomplete (I) or withdrawn - failing (WF) grades is inconsistent with the intent of the rules and the law since it circumvents the consequences of noncompliance.

AUDIT – see COMPLIANCE WITH TASP RULES AND POLICIES

BLIND STUDENTS – also see SPECIAL TESTING ACCOMMODATIONS

"BLIND DISABLED INDIVIDUAL" - A PERSON WHO IS BLIND OR HAS A VISUAL CONDITION FOR WHICH MEDICAL PROGNOSIS INDICATES A PROGRESSIVE DETERIORATION THAT MAY RESULT IN A SUBSTANTIAL VOCATIONAL HANDICAP *(TEC 54.205 [a])*

Effective September 1, 1995, blind students will be required to take the TASP Test with appropriate accommodations – e.g., large print, braille, audio cassette or a reader. **BLIND STUDENTS WHO ACCUMULATE THREE OR MORE SEMESTER CREDIT HOURS OR THE EQUIVALENT FROM AN ACCREDITED INSTITUTION PRIOR TO SEPTEMBER 1, 1995 MAY BE EXEMPTED FROM TASP REQUIREMENTS**. This exemption does not apply to students seeking admission to teacher education programs **GOVERNED BY TEC 21.048.**

CA – see SCORE RETRIEVAL SYSTEM (SRS)

CA – see PRE-TASP TEST; PLACEMENT TESTING (LOCAL)

CA – also see EXEMPTIONS

The law does not differentiate casual/enrichment students from other students. Therefore, these students must be treated like all other students and must take the TASP Test by the time they accumulate nine SCHs **OR THE EQUIVALENT.**

AN INSTITUTION MAY EXEMPT A NON-DEGREE-SEEKING OR NON-CERTIFICATE-SEEKING STUDENT WHO WILL BE 55 YEARS OF AGE OR OLDER ON THE FIRST CLASS DAY OF A TERM OR SEMESTER FROM THE TESTING

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REQUIREMENTS IMPOSED BY THIS SECTION *(TEC 51.306)* AS A CONDITION FOR ENROLLMENT DURING THAT TERM OR SEMESTER IN A COURSE (SB 1491).

NOTE: UNLIKE OTHER TASP EXEMPTIONS, THIS LAW PROVIDES THAT THE EXEMPTION FOR STUDENTS 55 YEARS OLD OR OLDER EXPIRES IN THE EVENT THE STUDENT DECIDES TO SEEK A DEGREE OR CERTIFICATE. IN LIGHT OF THIS LAW, INSTITUTIONS ARE CAUTIONED ABOUT PLACING STATEMENTS LIKE "TASP EXEMPT" ON STUDENT TRANSCRIPTS SINCE STUDENT STATUS MAY CHANGE AND SUCH STATEMENTS MAY BE MISLEADING TO OTHER INSTITUTIONS.

SB 1491 IS INTENDED TO ALLOW TEXAS PUBLIC INSTITUTIONS OF HIGHER EDUCATION THE OPTION TO WAIVE TASP REQUIREMENTS FOR OLDER STUDENTS WHO WISH TO TAKE COLLEGE COURSES FOR ENRICHMENT PURPOSES BUT WHO ARE NOT SEEKING A DEGREE OR CERTIFICATE. THE LANGUAGE OF THE LAW IS PERMISSIVE AND INSTITUTIONS MAY OR MAY NOT CHOOSE TO IMPLEMENT THIS WAIVER. SHOULD SUCH STUDENTS LATER DECIDE TO SEEK A DEGREE OR CERTIFICATE, THE TASP TEST MUST BE TAKEN PRIOR TO THE END OF THE FIRST ACADEMIC TERM FOLLOWING STUDENT DECLARATION FOR A DEGREE OR CERTIFICATE AND ALL TASP REQUIREMENTS UNDER SECTION 51.306 OF THE EDUCATION CODE MUST BE MET.

NOTE: DEGREES AND TASP-LIABLE CERTIFICATES CANNOT BE AWARDED UNTIL ALL SECTIONS OF THE TASP TEST HAVE BEEN PASSED-- EVEN IF ALL OTHER ACADEMIC REQUIREMENTS HAVE BEEN MET.

STUDENTS SEEKING A TASP WAIVER UNDER THIS STATUTE MUST SIGN A FORM STATING THE FOLLOWING:

> I SEEK WAIVER FROM THE TEXAS ACADEMIC SKILLS PROGRAM (TASP) UNDER THE PROVISIONS OF TEXAS LAW STEMMING FROM SENATE BILL 1491 OF THE 74TH LEGISLATURE. I UNDERSTAND THAT I MUST BE 55 YEARS OF AGE OR OLDER ON THE FIRST CLASS DAY OF THE TERM OR SEMESTER FOR WHICH I SEEK ENROLLMENT WITH THIS WAIVER AND THAT I MUST PROVIDE THE INSTITUTION WITH ADEQUATE VERIFICATION OF MY AGE. I DO NOT INTEND TO SEEK A DEGREE OR CERTIFICATE FROM A TEXAS PUBLIC INSTITUTION OF HIGHER EDUCATION. SHOULD I

DECIDE TO SEEK A DEGREE OR CERTIFICATE FROM A TEXAS PUBLIC INSTITUTION OF HIGHER EDUCATION, I UNDERSTAND THAT I MUST COMPLY WITH ALL REQUIREMENTS OF THE TASP UNDER TEC 51.306 AND THAT I MUST TAKE THE TASP TEST PRIOR TO THE END OF THE FIRST ACADEMIC TERM AS A DEGREE OR CERTIFICATE SEEKING STUDENT.

CERTIFICATE PROGRAMS – also see EXEMPTIONS; TASP-WAIVED CERTIFICATE PROGRAMS

THERE ARE TASP IMPLICATIONS FOR TWO CATEGORIES OF CERTIFICATE PROGRAMS:

- A LEVEL- ONE CERTIFICATE CONSISTS OF AT LEAST 15 BUT NO MORE THAN 42 SEMESTER CREDIT HOURS (23-63 QUARTER HOURS) DESIGNED TO BE COMPLETED IN ONE YEAR OR LESS

- A LEVEL-TWO CERTIFICATE CONSISTS OF AT LEAST 43 BUT NO MORE THAN 59 SEMESTER CREDIT HOURS (64-89 QUARTER HOURS)

HOUSE BILL 1338 OF THE 74TH LEGISLATURE STATES "THIS SECTION (51.306) DOES NOT APPLY TO A STUDENT ENROLLED IN A CERTIFICATE PROGRAM OF ONE YEAR OR LESS."

CERTIFICATE PROGRAMS OF ONE YEAR OR LESS (LEVEL- ONE CERTIFICATES) ARE DEFINED AS THOSE WITH 42 OR FEWER SEMESTER CREDIT HOURS OR THE EQUIVALENT. TASP REQUIREMENTS DO NOT APPLY TO STUDENTS IN SUCH PROGRAMS AS LONG AS THEY REMAIN WITHIN THE CURRICULUM SPECIFIED FOR EACH CERTIFICATE. HOWEVER, VOCATIONAL/TECHNICAL COURSES APPROVED IN ADVANCE BY THE INSTITUTION MAY BE SUBSTITUTED AS REQUIRED. STUDENTS IN SUCH PROGRAMS CANNOT ACCUMULATE NINE OR MORE GENERAL EDUCATION HOURS OUTSIDE OF THE SPECIFIED CURRICULUM. STUDENTS WHO PERSIST IN TAKING GENERAL EDUCATION HOURS OUTSIDE OF THE PROGRAM CURRICULUM MUST TAKE THE TASP TEST PRIOR TO THE COMPLETION OF THE NINTH HOUR OR BE BARRED FROM SUBSEQUENT ENROLLMENT UNTIL THE TEST IS TAKEN.

NOTE: CERTIFICATE PROGRAMS OF ONE YEAR OR LESS WHICH CONTAIN IN EXCESS OF 42 SEMESTER CREDIT HOURS OR THE EQUIVALENT THAT REQUIRE EXTERNAL ACCREDITATION AND LICENSING EXAMINATIONS (E.G. LICENSED VOCATIONAL

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NURSING, LVN) MAY BE APPROVED BY THE COORDINATING BOARD STAFF (COMMUNITY AND TECHNICAL COLLEGES DIVISION) AS LEVEL-ONE CERTIFICATES.

ALL TASP REQUIREMENTS APPLY TO STUDENTS ENROLLED IN certificate programs **OF 43 - 59 SEMESTER CREDIT HOURS OR THE EQUIVALENT (LEVEL TWO CERTIFICATES)** that contain nine or more semester credit hours or the equivalent of basic core general education courses as defined by the Southern Association of Colleges and Schools.

NOTE: CERTIFICATE PROGRAMS OF 43 - 59 SEMESTER CREDIT HOURS OR THE EQUIVALENT CONTAINING EIGHT OR FEWER GENERAL EDUCATION HOURS MAY BE CONSIDERED TASP-WAIVED UNTIL JANUARY 1, 1997. AT THAT TIME, ALL LEVEL- TWO CERTIFICATE PROGRAMS WILL BECOME TASP LIABLE REGARDLESS OF THE NUMBER OF GENERAL EDUCATION HOURS CONTAINED THEREIN.

[redacted]

A version of the test that shall be uniformly administered statewide on days prescribed by the Board and shall be scored by **THE TESTING CONTRACTOR**. *(SCP, 5.312)*

[redacted] **– see TESTING IRREGULARITIES**

[redacted] **– also see EXEMPTIONS; NONTRADITIONAL EDUCATIONAL EXPERIENCES; HIGH SCHOOL STUDENTS**

IF A CLEP TEST WAS COMPLETED PRIOR TO FALL 1989 AND AN ACCREDITED INSTITUTION HAS AWARDED OR WILL AWARD AT LEAST THREE SEMESTER CREDIT HOURS OR THE EQUIVALENT, THE STUDENT MAY BE EXEMPTED FROM THE TASP TEST.

INSTITUTIONS ARE ADVISED TO DELAY AWARDING CLEP AND ADVANCED PLACEMENT CREDIT UNTIL THE END OF THE FIRST ENROLLED TERM ON CAMPUS. THIS ACTION WILL HELP AVOID SITUATIONS WHERE STUDENTS ARRIVE ON CAMPUS ALREADY IN POSSESSION OF NINE OR MORE HOURS OF COLLEGE CREDIT WHICH PUTS THEM IN VIOLATION OF THE REQUIREMENT TO TAKE THE TASP TEST PRIOR TO ACCUMULATING NINE HOURS. INSTITUTIONS CHOOSING TO AWARD SUCH "UP FRONT" CREDIT MUST BE AWARE THAT ALL TASP RULES APPLY TO SUCH STUDENTS AND

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THEY MUST BE DENIED ENROLLMENT OR REENROLLMENT AT TEXAS PUBLIC INSTITUTIONS OF HIGHER EDUCATION UNTIL THE TEST IS TAKEN.

COMPLIANCE WITH TASP RULES AND POLICIES

Policies relating to these rules must be followed as they are described and further extended in the *TASP Policy Manual*. *(SCP, 5.314 [F])* This excerpt from Coordinating Board rules, Subchapter P, makes it clear that TASP rules and policies as described in the *TASP Policy Manual* are to be adhered to since they originate from state law and are required for proper and equitable implementation of the program.

Each institution should consider **CONDUCTING ITS OWN** periodic review of compliance with TASP rules and policies by an internal auditor.

Each institution is responsible for full compliance with TEC Section 51.306 and the rules adopted by the Coordinating Board. Failure to comply with the TASP statute and rules by admitting students to take semester credit hours or the equivalent who have not taken or passed the TASP Test (when applicable), or any other act or omission that results in the accumulation of semester credit hours or the equivalent in violation of the TASP statute and rules, shall be a basis for disallowing those credits by audit, resulting in an adjustment of institutional funds. The funding adjustment will be based on credit hours used in the contact hours base period that have been disallowed as a result of audit. The State Auditor has the right to audit the TASP programs at institutions of higher learning for compliance utilizing the TASP statute, rules and policy manual. *(SCP, 5.318 [c] [1] and [2])*

CONCURRENT ENROLLMENT IN COLLEGE-LEVEL AND REMEDIAL COURSES

Institutions are responsible for fulfilling the legislative intent that students not be permitted to enter college-level courses without evidence that they possess the basic skills necessary to have a reasonable chance of being successful. Most institutions make participation in certain college-level courses contingent upon passing the appropriate TASP Test area and/or successful completion of remediation in that area.

When a student takes an institution's placement test, fails a section, and successfully completes appropriate remediation, he or she may then be advised to enter the entry-level college course in that subject. If the student subsequently takes and fails the TASP Test in that area, the state requires immediate and continuous remediation. Institutions can allow students already enrolled in a college-level course to remain enrolled. Whether or not a student will be in both college-level and remedial courses in the same content area simultaneously is up to the institution.

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CONCURRENT ENROLLMENT - HIGH SCHOOL AND COLLEGE -- see HIGH SCHOOL STUDENTS

CONCURRENT ENROLLMENT - MULTIPLE TEXAS PUBLIC INSTITUTIONS OF HIGHER EDUCATION

When students are concurrently enrolled in multiple **TEXAS** public institutions of higher education, the institution where the student **FIRST REGISTERS AND** pays **FULL TUITION CHARGES** ***(PER TEC 54.062)*** takes precedence for the provision of remediation. *(SCP, 5.317 [k])* Such students are not required to be in remediation at more than one institution at a time unless the institutions agree to share in providing remedial activities. **HOWEVER, THE SECOND INSTITUTION MAY REQUIRE THE STUDENT TO BE IN SOME FORM OF REMEDIATION IF IT SO CHOOSES.**

When a student in need of remediation attempts to register at a second or subsequent institution, that institution must verify that the student is enrolled in remedial work at another institution before allowing the student to register without participating in remedial work. **STUDENTS MUST PROVIDE THE SECOND INSTITUTION WITH PROOF OF REGISTRATION FOR REQUIRED REMEDIAL WORK AT THE FIRST INSTITUTION IN THE FORM OF A PAID FEE RECEIPT, APPROVED CLASS SCHEDULE, OR LETTER OF CERTIFICATION. IDEALLY, INSTITUTIONS WILL KEEP EACH OTHER INFORMED OF STUDENT REMEDIAL STATUS CHANGES, HOWEVER THE PROOF DOCUMENTS PROVIDED TO THE SECOND INSTITUTION WILL BE SUFFICIENT TO VERIFY REQUIRED REMEDIATION FOR AUDIT PURPOSES.**

CONTINUOUS ENROLLMENT - also see REMEDIATION

THE BOARD SHALL PRESCRIBE MINIMUM PERFORMANCE STANDARDS FOR THE TEST INSTRUMENT. A STUDENT WHOSE PERFORMANCE IS BELOW THE STANDARD FOR TESTED SKILL MUST PARTICIPATE IN A REMEDIATION PROGRAM *(TEC 51.306[e])*. IF THE TEST RESULTS INDICATE THAT REMEDIAL EDUCATION IS NECESSARY IN ANY AREA TESTED, THE INSTITUTION SHALL REFER THE STUDENT TO REMEDIAL COURSES OR OTHER REMEDIAL PROGRAMS MADE AVAILABLE BY THE INSTITUTION. EACH INSTITUTION SHALL MAKE AVAILABLE THOSE COURSES AND PROGRAMS ON THE SAME CAMPUS AT WHICH THE STUDENT WOULD OTHERWISE ATTEND CLASSES *(TEC 51.306[f])*.

THE CLEAR INTENT OF THE LAW AS QUOTED ABOVE IS THAT STUDENTS IN NEED OF REMEDIATION MUST PARTICIPATE IN SOME FORM OF REMEDIAL WORK DURING EACH TERM FOR WHICH THEY ARE REGISTERED AT A TEXAS PUBLIC INSTITUTION OF HIGHER EDUCATION. "Continuously" means

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that during each semester in which a student is enrolled, he or she must participate and be enrolled in a remedial course or other remedial program provided by the institution *(SCP, 5.317[b])*.

CORRESPONDENCE COURSES

STUDENTS ENROLLED IN AND ATTENDING CLASSES AT TEXAS PUBLIC INSTITUTIONS OF HIGHER EDUCATION WHO ACCUMULATE ADDITIONAL HOURS VIA CORRESPONDENCE COURSES ARE REQUIRED TO COUNT THOSE HOURS TOWARD TASP REQUIREMENTS IF THOSE HOURS ARE ACCEPTED AND TRANSFERRED BY THE INSTITUTION. STUDENTS NOT ENROLLED IN OR ATTENDING CLASSES ON CAMPUS AT TEXAS PUBLIC INSTITUTIONS OF HIGHER EDUCATION DO NOT HAVE TO MEET TASP REQUIREMENTS BASED UPON HOURS EARNED BY CORRESPONDENCE COURSES.

COST OF THE TEST -- also see FEE WAIVERS

The unit cost of each test shall be borne by the student. *(TEC 51.306[J])*

A public institution of higher education serving as a testing site may not charge students for site costs. *(SCP, 5.314 [d])*

An institution may not charge a student more than **$4** for the administration and scoring of the campus form of the examination. *(SCP, 5.314 [e])*

COURSE-BASED REMEDIATION -- see REMEDIATION

CREDIT BANKING -- see HIGH SCHOOL STUDENTS

DEAF STUDENTS -- also see SPECIAL TESTING ACCOMMODATIONS

Beginning September 1, 1995, deaf students will take the Stanford Achievement Test which has been nationally normed on the hearing-impaired population by Gallaudet University. A testing committee for the deaf was organized to advise the Coordinating Board and the State Board of Education on required performance standards on the Stanford and required remedial course work for students who fail the test. **THE APPROVED STANDARDS ARE IN COORDINATING BOARD RULES, SUBCHAPTER P, SECTION 5.313.**

ONLY STUDENTS WHO MEET THE DEFINITION OF "DEAF PERSON" AS STATED IN TEC 54.205(a) ("DEAF PERSON" MEANS A PERSON WHOSE SENSE OF HEARING IS NONFUNCTIONAL, AFTER ALL NECESSARY MEDICAL TREATMENT, SURGERY, AND USE OF HEARING AIDS, FOR UNDERSTANDING

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NORMAL CONVERSATION) AND WHO PROVIDE DOCUMENTATION FROM A LICENSED AUDIOLOGIST WILL BE ABLE TO REGISTER FOR THE STANFORD.

DEAF STUDENTS WHO HAVE THREE OR MORE COLLEGE- LEVEL HOURS OR THE EQUIVALENT FROM AN ACCREDITED INSTITUTION PRIOR TO SEPTEMBER 1, 1995 WILL NOT BE REQUIRED TO TEST. Institutional policies regarding local placement testing and required remediation may still apply. Hearing-impaired students seeking admission to a teacher education **PROGRAM ARE ALSO REQUIRED TO TAKE THE STANFORD REGARDLESS OF CREDIT HOURS EARNED PRIOR TO SEPTEMBER 1, 1995. FOR MORE INFORMATION ON TEACHER EDUCATION REQUIREMENTS,** contact the Texas Education Agency.

[redacted] – see EXTENSIONS AND EXTENSION REQUESTS

[redacted] – also see REMEDIATION

Developmental, precollegiate, or remedial courses are designed to help students correct academic deficiencies. The Coordinating Board approves developmental, precollegiate or remedial courses in reading, writing, and math for funding. However, there are limitations on the number and nature of courses that may be funded.

- Community and technical colleges have no limitation on the total number of developmental hours that may be funded, but there are limits on the nature of courses used for such purposes. For specific guidelines, see the *Community College General Academic Course Guide Manual* published by the Coordinating Board's Community and Technical College Division. Developmental courses do not generate transferrable credit.

- A university may be authorized to include in its course inventory a maximum of 12 semester credit hours of remedial course work, including (1) six credit hours of precollegiate mathematics, (2) three credit hours of precollegiate reading, and (3) three credit hours of precollegiate writing, for which SCHs may be included in base period reporting. Credit for such remedial course or courses should not be used to satisfy institutional degree requirements. (Coordinating Board Amendment to Guidelines, April 1988)

Noncollegiate courses are courses in study skills, orientation to college study, improvement in learning, and other similar offerings. Such courses may be included in an institution's inventory, but no credit hours generated will be eligible for state funding. The Coordinating Board does not allow noncollegiate hours to count toward an academic degree program.

[redacted]

The TASP Test instrument shall be diagnostic in nature and be designed to provide a comparison of the skill level of the individual student with the skill level necessary for a student to perform effectively in an undergraduate degree or certificate program. The content of the test instruments, as defined and reviewed by Texas higher education faculty and approved by the Coordinating Board, fulfills the statutory requirements of TEC 51.306. *(SCP, 5.314 [b])*

For the purposes of this provision it is the intent of the Board that the diagnostic feature of the TASP assures that for each of the three examination sections -- reading, writing, and mathematics -- the student score report will provide an indication of student performance on both the overall examination and on the specific skills or groups of skills assessed by the examination. This information will help to identify areas of student academic strength and weakness and facilitate student remediation and preparation for retaking any section not passed. *(SCP, 5.314 [b][1])*

Even in cases where a student has demonstrated minimum skill proficiency, the diagnostic score report may help the student to identify skills where further improvement may be needed in order to increase the likelihood of benefiting from collegiate instruction. *(SCP, 5.314 [b][2])*

For a complete explanation of TASP diagnostic scores, refer to the *Faculty Manual* published by National Evaluation Systems, Inc.

[redacted] -- see SPECIAL TESTING ACCOMMODATIONS

[redacted]

SENATE BILL 944 OF THE 74TH LEGISLATURE AMENDS SECTIONS 51.306 AND 51.3061 OF THE EDUCATION CODE AS FOLLOWS:

"A STUDENT WHO HAS BEEN DIAGNOSED AS HAVING DYSLEXIA OR A RELATED DISORDER, AS THOSE TERMS ARE DEFINED BY SECTION 21.924(a), BY A QUALIFIED PROFESSIONAL WHOSE LICENSE OR CREDENTIALS ARE APPROPRIATE TO DIAGNOSE THE DISORDER AS DETERMINED BY THE BOARD AND WHO COMPLETES THE REMEDIAL PROGRAM PRESCRIBED BY THE INSTITUTION MAY BE REQUIRED TO RETAKE THE TEST ONCE BUT MAY NOT BE REFERRED TO AN ADDITIONAL REMEDIAL COURSE OR OTHER REMEDIAL PROGRAM OR PRECLUDED FROM ENROLLING IN AN UPPER DIVISION COURSE BECAUSE OF THE STUDENT'S PERFORMANCE ON THE TEST."

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THIS LEGISLATION APPLIES TO STUDENTS DIAGNOSED WITH DYSLEXIA OR A RELATED DISORDER AS DEFINED BY SECTION 21.924(a) OF THE EDUCATION CODE AS FOLLOWS:

"a. IN THIS SECTION:

1. ***DYSLEXIA* MEANS A DISORDER OF CONSTITUTIONAL ORIGIN MANIFESTED BY A DIFFICULTY IN LEARNING TO READ, WRITE, OR SPELL, DESPITE CONVENTIONAL INSTRUCTION, ADEQUATE INTELLIGENCE, AND SOCIO-CULTURAL OPPORTUNITY.**

2. **RELATED DISORDERS INCLUDES DISORDERS SIMILAR TO OR RELATED TO DYSLEXIA SUCH AS DEVELOPMENTAL AUDITORY IMPERCEPTION, DYSPHASIA, SPECIFIC DEVELOPMENTAL DYSLEXIA, DEVELOPMENTAL DYSGRAPHIA, AND DEVELOPMENTAL SPELLING DISABILITY."**

TO TAKE ADVANTAGE OF THIS LEGISLATION, STUDENTS MUST:

- **REGISTER FOR THE TEST DURING REGULAR REGISTRATION PERIOD**

- **REQUEST SPECIAL ACCOMMODATIONS APPROPRIATE FOR THEIR DISABILITY FOLLOWING THE PROCEDURES OUTLINED IN THE TASP REGISTRATION BULLETIN OR IF SPECIAL ACCOMMODATIONS ARE NOT SOUGHT, PROVIDE NOTICE OF THE DISABILITY BY SUBMITTING APPROPRIATE DOCUMENTATION DIRECTLY TO THE COORDINATING BOARD**

- **SIGN A RELEASE FORM (PROVIDED BY THE COORDINATING BOARD) THAT PERMITS THE STATE TO GIVE SUFFICIENT NOTICE TO THE INSTITUTION WHERE THE STUDENT IS ENROLLED SO THAT THE INSTITUTION CAN PROVIDE APPROPRIATE REMEDIATION IF NEEDED. THE RELEASE FORM WILL BE INCORPORATED INTO THE 1996-1997 TASP REGISTRATION BULLETIN**

- **SUCCESSFULLY COMPLETE THE REMEDIAL PROGRAM PRESCRIBED BY THE INSTITUTION IF TEST RESULTS INDICATE THAT REMEDIATION IS NECESSARY**

- **RETAKE THE TASP TEST FOLLOWING SUCCESSFUL COMPLETION OF THE PRESCRIBED REMEDIAL PROGRAM. INSTITUTIONS MUST NOTIFY THE COORDINATING BOARD WHEN THE STUDENT HAS SUCCESSFULLY COMPLETED REMEDIATION AND IS READY TO RETEST. STUDENTS MUST RETAKE THE TEST TO COMPLETE THE REQUIREMENTS OF SB 944. FAILURE TO DO SO WILL RESULT IN CONTINUED REMEDIATION, BEING LIMITED TO LOWER-DIVISION CLASSES, AND BEING PREVENTED FROM GRADUATING**

STUDENTS CANNOT AVAIL THEMSELVES OF THE OPTIONS UNDER THIS LEGISLATION WITHOUT FIRST REQUESTING SPECIAL ACCOMMODATIONS FOR THE TASP TEST OR PROVIDING NOTICE OF THE DISABILITY BY SUBMITTING APPROPRIATE DOCUMENTATION. THIS IS BECAUSE THE STATUTE CALLS FOR VERIFICATION BY THE COORDINATING BOARD OF PROPER DIAGNOSIS BY A QUALIFIED PROFESSIONAL, AND REQUIRES THAT REMEDIATION APPROPRIATE TO THE STUDENT'S DISABILITY BE PROVIDED BY THE INSTITUTION. THE PROCEDURE FOR NOTIFYING THE COORDINATING BOARD OR REQUESTING SPECIAL ACCOMMODATIONS PROVIDES A VEHICLE TO ACCOMPLISH BOTH OF THESE REQUIREMENTS.

THIS STATUTE BECAME EFFECTIVE SEPTEMBER 1, 1995 AND DOES NOT PROVIDE FOR RETROACTIVE APPLICATION. ANY TESTING DONE PRIOR TO SEPTEMBER 1, 1995 WITHOUT SPECIAL TESTING ACCOMMODATIONS OR TESTING DONE PRIOR TO VERIFICATION OF THE DYSLEXIA OR A RELATED DISORDER BY THE COORDINATING BOARD CANNOT BE USED FOR PURPOSES OF THIS LAW. ONLY RETESTS TAKEN AFTER SUCCESSFUL COMPLETION OF THE REMEDIAL PROGRAM PRESCRIBED BY THE INSTITUTION WILL COUNT AS A RETAKE UNDER THIS STATUTE. SHOULD THE STUDENT PASS ALL SECTIONS OF THE TEST AT ANY POINT DURING THIS PROCESS, ALL TASP REQUIREMENTS ARE FULFILLED.

INSTITUTIONS ARE EXPECTED, UNDER THE AMERICANS WITH DISABILITIES ACT (ADA) AND SECTION 504 OF THE REHABILITATION ACT, TO PRESCRIBE A REMEDIAL PROGRAM THAT WILL MEET THE SPECIFIC NEEDS OF THE INDIVIDUAL STUDENT. UNDER THIS LAW, INSTITUTIONS SHOULD CAREFULLY DESIGN THE REMEDIAL PROGRAM FOR STUDENTS SINCE THE STUDENT MUST SUCCESSFULLY COMPLETE THE PRESCRIBED PROGRAM PRIOR TO RETAKING THE TEST. REMEDIAL PROGRAMS SHOULD BE DESIGNED TO PROVIDE STUDENTS THE SKILLS NECESSARY TO PASS THE TASP TEST AND TO BE SUCCESSFUL IN COLLEGE.

STUDENTS MUST RETAKE THE TEST TO COMPLETE THE REQUIREMENTS OF SB 944. FAILURE TO DO SO WILL RESULT IN CONTINUED REMEDIATION, BEING LIMITED TO LOWER-DIVISION CLASSES, AND BEING PREVENTED FROM GRADUATING. REGARDLESS OF HOW A STUDENT UNDER THIS STATUTE PERFORMS ON THE RETAKE OF THE TEST, ONCE HE/SHE HAS COMPLETED THE REMEDIATION REQUIREMENTS OUTLINED ABOVE AND RETESTED, THE STUDENT MAY NOT BE REQUIRED TO TAKE ADDITIONAL REMEDIATION COURSES OR PROGRAMS AND WILL BE ALLOWED TO ENROLL IN UPPER- DIVISION COURSES AND GRADUATE.

NOTE: THIS LEGISLATION ONLY AMENDS TEC 51.306 AND 51.3061. TEACHER EDUCATION STUDENTS WILL STILL BE LIABLE FOR TESTING REQUIREMENTS SPECIFIED IN TEC 21.048.

ELECTRONIC TRANSMISSION OF TRANSCRIPTS – see TRANSFER STUDENTS

EXCEPTIONAL CASE – see ALTERNATIVE ASSESSMENT

EXEMPTIONS – also see NONTRADITIONAL EDUCATIONAL EXPERIENCES

NOTE: There may be occasions when students are erroneously declared exempt. When such an error has been made, institutions may permit the student to enroll for the next semester if the exemption was not the fault of the student. However, the student must be advised to take the TASP Test during that next semester or face enrollment barriers for subsequent terms. If the student has more than 59 total semester credit hours, all test sections must be passed or the student will be limited to lower-division or developmental hours. The "once exempt, always exempt" provision is valid only if the exemption was valid in the first place.

Students may be exempted from the TASP Test requirement under **SIX** circumstances: grandfathering, possession of a baccalaureate degree, scores on the ACT/SAT/TAAS, **STUDENTS WHO ARE 55 YEARS OF AGE OR OLDER, ENROLLMENT ON A TEMPORARY BASIS, AND ENROLLMENT IN A CERTIFICATE PROGRAM OF ONE YEAR OR LESS.**

GRANDFATHERING

Any student with at least three college-level **SEMESTER** credit hours **OR THE EQUIVALENT FROM AN ACCREDITED INSTITUTION** accumulated prior to the fall of 1989 shall not be required to take the examination. Such credit hours must be certified as college-level by the granting

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institution and need not be applicable toward a degree or certificate. *(SCP, 5.313 [b][1])*

Exemption based on these hours cannot be questioned by another institution at a later date. In other words, once exempt, always exempt, provided that the original exemption was legitimate to begin with.

Institutions must respect a student's right to exemption under this rule and must devise methods that will ensure that exemptions are obtained when warranted. The student could be asked to sign a statement attesting to the veracity of the credits earned. Both the institution and student would have to follow through to verify if the exemption was warranted. If the credits are not verified by the time the student would have to take the TASP Test, the exemption would become void and the test would have to be taken. Similarly, institutions are obligated to make their policy on transcripting credits for exemptions very clear so that students will not lose exemptions through misunderstandings.

Students who begin college or return to college after a period of nonattendance **MAY** be exempted if they can show that they possessed at least three certifiable college-level semester **CREDIT** hours **OR THE EQUIVALENT** before the fall of 1989. **STUDENTS EXEMPTED UNDER THIS SECTION (GRANDFATHERING) ARE EXEMPT FROM THE TASP REGARDLESS OF ANY ELECTION OF ACADEMIC FRESH START *(TEC 51.929)*.**

If a student is otherwise exempted, there is no requirement to pass the TASP Test only because a student has taken it and failed one or more portions.

The same rules for exemption apply to students from private high schools. However, since private and out-of-state high school students do not have to meet Texas requirements for taking the TASP Test (passed exit level TAAS and be either concurrently enrolled or accepted by a college), they may take the test prior to graduation from high school.

A student at a Texas public institution who takes and passes a three hour college-level course during or prior to the summer of 1989, but then re-takes the same course subsequent to the fall of 1989 and fails it, will remain exempt.

While the credit-granting institution determines the exemption by certifying that college-level credit was earned, there are three instances when the receiving institution makes the determination:

1. Texas public institutions may be petitioned to grant TASP exemptions for work done prior to fall 1989 at proprietary

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schools which are accredited by the **ACCREDITING COMMISSION FOR CAREER SCHOOLS/COLLEGES OF TECHNOLOGY (ACCSCT) (FORMERLY THE** National Association of Trade and Technical Schools [NATTS]) or the **ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS (ACICS) (FORMERLY THE** Association of Independent Colleges and Schools [AICS]). The State of Texas does not recognize the accreditation of **ACCSCT** or **ACICS**. However, Texas public institutions that consider such work college-level may accept/transfer hours in accordance with their institutional transfer policy and accreditation standards and qualify students for TASP exemption. **THOSE HOURS SHOULD APPEAR ON AN INSTITUTIONAL TRANSCRIPT.**

2. Advanced placement tests and military training/schooling completed prior to the fall of 1989 may qualify students for a TASP exemption. If an institution considers such work college-level, it may **GRANT CREDIT OR** accept/transfer such hours in accordance with institutional transfer policy and accreditation standards. **THE TASP EXEMPTION THROUGH GRANDFATHERING IS BASED ON ACCUMULATED COLLEGE CREDIT HOURS. INSTITUTIONS ARE CAUTIONED THAT ADVANCED PLACEMENT TEST SCORES AND DD214s CARRY NO COLLEGE CREDIT BY THEMSELVES. THEY ARE SIMPLY DOCUMENTS WHICH GIVE AN ACCREDITED INSTITUTION INFORMATION ON WHICH TO BASE DECISIONS ABOUT GRANTING CREDITS. AN INSTITUTION MUST GRANT/TRANSFER CREDIT HOURS OR NO EXEMPTION IS POSSIBLE. SUCH HOURS SHOULD APPEAR ON AN INSTITUTIONAL TRANSCRIPT. (ALSO SEE NONTRADITIONAL EDUCATIONAL EXPERIENCES AND ADVANCED PLACEMENT TESTS)**

3. Students who have earned contact hours prior to the fall of 1989, that are acceptable to the receiving institution as college-level, may qualify for exemption from TASP requirements. Community colleges operate and are funded on the basis of the contact hour rather than the semester credit hour unit. The contact hour simply refers to the amount of actual time a student spends in instruction. While

there is no direct formula conversion from contact hours to semester credit hours, there is a useful guide that can be employed to approximate the relationship. Since students at a university who take a typical three-semester-hour class spend about 48 total contact hours in the classroom (16 weeks times three hours per week), that number of contact hours can be used to roughly approximate what is needed for equivalence to three semester credit hours. With that guide, assuming that the previous work was **COLLEGE-LEVEL** and taken prior to fall 1989, institutions may qualify students for TASP exemptions.

BACCALAUREATE DEGREES

Students may come to Texas public institutions already possessing associate's, bachelor's or graduate degrees. Since TASP is intended to be an undergraduate, primarily lower-division program, students who already possess baccalaureate or higher degrees from accredited institutions are TASP exempt.

Students whose degrees or certificates are less than baccalaureate level **(UNLESS FROM AN OUT-OF-STATE OR PRIVATE INSTITUTION)** are subject to all TASP requirements. These students should be treated as transfer students with nine semester credit hours **OR THE EQUIVALENT** in which to take and pass the TASP Test if they have previously completed 60 or more semester credit hours. If they have less than 60 semester credit hours, they may be allowed nine semester credit hours in which to take the test, but must pass all sections prior to registering for upper-division courses that will bring their accumulated credit hours to 60 or more.

ACT/SAT/TAAS EXEMPTION

Students who enroll at Texas public institutions of higher education may be exempt from the TASP Test if they perform at or above a level set by the Texas Higher Education Coordinating Board on the American College Test (ACT), Scholastic Assessment Test (SAT), or Texas Assessment of Academic Skills (TAAS) - **EXIT LEVEL**. This exemption will be in effect for three years from the date the TAAS is taken and the set score level is achieved and for five years from the date the ACT or SAT is taken and the set score level is achieved. Students enrolling in Texas public colleges and universities after those periods have elapsed must conform to all provisions of TEC 51.306. *(TEC 51.306 [m])*

Scores needed to meet exemption requirements have been determined by the Texas Higher Education Coordinating Board. Because these standards are subject to change, institutions will be notified of the specific standards and any changes thereto by

the Coordinating Board in separate correspondence. **(ACT, SAT AND TAAS EXEMPTION STANDARDS ARE PUBLISHED IN COORDINATING BOARD RULES, CH. 5, SCP, AVAILABLE VIA THE INTERNET [http://info.thecb.texas.gov])**

Individual institutions will grant ACT, SAT or TAAS exemptions using the score requirements specified by the Coordinating Board. Any student who meets the score standards may be exempted from TASP requirements even if he or she was already in remediation due to TASP. Once a student meets one of the exemption requirements, he or she will continue to be exempt.

Note: "Residual" ACT and SAT scores are not valid for the purposes of exemption from TASP requirements.

None of the above precludes an institution from using local placement tests to place students into remediation until institutional requirements are met.

Scores required for exemption must be attained on one "sitting" for an appropriate test instrument (ACT, SAT, TAAS). Students may retake the ACT and SAT tests if desired, but all score criteria (composite plus minimum individual subtest scores) must be obtained on one test attempt and cannot be "pieced together" from multiple test attempts.

NOTE: TAAS TESTING USUALLY TAKES PLACE OVER A TWO- OR THREE-DAY PERIOD. STUDENTS MUST TAKE THE TEST IF THEY ARE AT SCHOOL THE DAY THE TEST IS GIVEN. IF A STUDENT MISSES A DAY OF TESTING DUE TO ILLNESS OR SOME OTHER EMERGENCY, HE OR SHE IS ALLOWED TO TAKE THE MISSED SECTION(S) OF THE TEST THE NEXT TIME THE TAAS IS OFFERED. THIS WILL RESULT IN TAAS SCORE REPORTS SHOWING DIFFERENT DATES, BUT ONLY ONE ATTEMPT FOR EACH SECTION. IF TAAS SCORES SHOW DIFFERENT DATES, BUT THERE IS ONLY ONE SCORE FOR EACH SECTION, THAT SCORE REFLECTS THE STUDENT'S FIRST ATTEMPT AND CAN BE ACCEPTED AS A "ONE SITTING" SCORE FOR EXEMPTION PURPOSES. IN SUCH CASES, TAAS SCORES WILL BE VALID FOR EXEMPTION PURPOSES FOR THREE YEARS FROM THE DATE WHEN ALL EXEMPTION REQUIREMENTS ARE MET, I.E., THE LAST TEST DATE.

Appropriate ACT and SAT test scores are valid for exemption purposes for exactly five years from the qualifying test date (three years for **EXIT LEVEL** TAAS). However, institutions must have a clear cut-off date that will serve to provide a definite end to student eligibility for an exemption. If a student has not provided an institution with valid exemption scores and has not been declared exempt by the official class

census date (12th class day for fall and spring semesters and fourth class day for summer sessions), a TASP exemption will not be granted for that term -- even if a student's eligibility for exemption will expire prior to the next term. Initiating requests for exemptions and providing proper documentation are student responsibilities.

STUDENTS CANNOT CLAIM AN EXEMPTION BASED ON ACT, SAT OR TAAS SCORES PRIOR TO ENROLLMENT IN A COLLEGE OR UNIVERSITY. SUCH EXEMPTIONS MUST BE ASSOCIATED WITH ACTUAL ENROLLMENT IN COLLEGE AS THE LAW REQUIRES.

A person who has a composite score on the ACT, SAT, or TAAS test that is at or above a percentage set by the State Board of Education is not required to take the basic competency examination prescribed by the Board as a condition to admission into an approved teacher education program. *(TEC 21.048)*

INSTITUTIONS OF HIGHER EDUCATION MAY CONSIDER AS OFFICIAL SAT AND ACT SCORES REPORTED ON AN OFFICIAL HIGH SCHOOL TRANSCRIPT.

STUDENTS 55 YEARS OF AGE OR OLDER

AN INSTITUTION MAY EXEMPT A NON-DEGREE-SEEKING OR NON-CERTIFICATE-SEEKING STUDENT WHO WILL BE 55 YEARS OF AGE OR OLDER ON THE FIRST CLASS DAY OF A TERM OR SEMESTER FROM THE TESTING REQUIREMENTS IMPOSED BY THIS SECTION *(TEC 51.306)* AS A CONDITION FOR ENROLLMENT DURING THAT TERM OR SEMESTER IN A COURSE (SENATE BILL 1491, 74TH LEGISLATURE).

NOTE: UNLIKE OTHER TASP EXEMPTIONS, THIS LAW PROVIDES THAT THE EXEMPTION FOR STUDENTS 55 YEARS OLD OR OLDER EXPIRES IN THE EVENT THE STUDENT DECIDES TO SEEK A DEGREE OR CERTIFICATE. INSTITUTIONS ARE CAUTIONED ABOUT PLACING STATEMENTS LIKE "TASP EXEMPT" ON STUDENT TRANSCRIPTS SINCE STUDENT STATUS MAY CHANGE AND SUCH STATEMENTS MAY BE MISLEADING TO OTHER INSTITUTIONS.

SB 1491 IS INTENDED TO ALLOW TEXAS PUBLIC INSTITUTIONS OF HIGHER EDUCATION THE OPTION TO WAIVE TASP REQUIREMENTS FOR OLDER STUDENTS WHO WISH TO TAKE COLLEGE COURSES FOR ENRICHMENT PURPOSES BUT WHO ARE NOT SEEKING A DEGREE OR CERTIFICATE. THE LANGUAGE OF THE LAW IS PERMISSIVE AND INSTITUTIONS MAY OR MAY NOT CHOOSE TO IMPLEMENT THIS WAIVER. SHOULD SUCH STUDENTS DECIDE TO SEEK A DEGREE OR CERTIFICATE, THE

TASP TEST MUST BE TAKEN PRIOR TO THE END OF THE FIRST ACADEMIC TERM FOLLOWING THE STUDENT'S DECLARATION FOR A DEGREE OR CERTIFICATE AND ALL TASP REQUIREMENTS UNDER SECTION 51.306 OF THE EDUCATION CODE MUST BE MET.

NOTE: DEGREES AND TASP-LIABLE CERTIFICATES CANNOT BE AWARDED UNTIL ALL SECTIONS OF THE TASP TEST HAVE BEEN PASSED -- EVEN IF ALL OTHER ACADEMIC REQUIREMENTS HAVE BEEN MET.

STUDENTS SEEKING A TASP WAIVER UNDER THIS STATUTE MUST SIGN A FORM STATING THE FOLLOWING:

I SEEK WAIVER OF TEXAS ACADEMIC SKILLS PROGRAM (TASP) REQUIREMENTS UNDER THE PROVISIONS OF TEXAS LAW STEMMING FROM SENATE BILL 1491 OF THE 74TH LEGISLATURE. I UNDERSTAND THAT I MUST BE 55 YEARS OF AGE OR OLDER ON THE FIRST CLASS DAY OF THE TERM OR SEMESTER FOR WHICH I SEEK ENROLLMENT WITH THIS WAIVER AND THAT I MUST PROVIDE THE INSTITUTION WITH ADEQUATE VERIFICATION OF MY AGE. I DO NOT INTEND TO SEEK A DEGREE OR CERTIFICATE FROM A TEXAS PUBLIC INSTITUTION OF HIGHER EDUCATION. SHOULD I DECIDE TO SEEK A DEGREE OR CERTIFICATE FROM A TEXAS PUBLIC INSTITUTION OF HIGHER EDUCATION, I UNDERSTAND THAT IT IS MY RESPONSIBILITY TO INFORM THE INSTITUTION OF MY DECISION. I UNDERSTAND THAT I MUST COMPLY WITH ALL REQUIREMENTS OF THE TASP UNDER TEC 51.306 AND THAT I MUST TAKE THE TASP TEST PRIOR TO THE END OF THE FIRST ACADEMIC TERM AS A DEGREE OR CERTIFICATE SEEKING STUDENT. SHOULD I COMPLETE ALL REQUIREMENTS FOR A DEGREE OR CERTIFICATE PRIOR TO DECLARING MY INTENT TO SEEK SAME, I UNDERSTAND THAT I CANNOT BE AWARDED A DEGREE OR CERTIFICATE UNTIL I HAVE MET ALL TASP REQUIREMENTS.

ENROLLMENT ON A TEMPORARY BASIS

HOUSE BILL 114 OF THE 74TH LEGISLATURE AMENDS SECTION 51.306 AS FOLLOWS:

"THIS SECTION (51.306) DOES NOT APPLY TO A STUDENT AT AN INSTITUTION OF HIGHER EDUCATION WHO:

(1) ENROLLS ON A TEMPORARY BASIS IN THE INSTITUTION OF HIGHER EDUCATION; AND

(2) IS ALSO ENROLLED IN A PRIVATE OR INDEPENDENT INSTITUTION OF HIGHER EDUCATION OR AN OUT-OF-STATE INSTITUTION OF HIGHER EDUCATION OR HAS GRADUATED FROM AN INSTITUTION OF HIGHER EDUCATION, A PRIVATE OR INDEPENDENT INSTITUTION OF HIGHER EDUCATION, OR AN OUT-OF-STATE INSTITUTION OF HIGHER EDUCATION.

TO RECEIVE AN EXEMPTION UNDER THIS SECTION, A STUDENT MUST:

(1) IF THE STUDENT CLAIMS THE EXEMPTION BECAUSE THE STUDENT IS ALSO ENROLLED IN A PRIVATE OR INDEPENDENT INSTITUTION OF HIGHER EDUCATION OR AN OUT-OF-STATE INSTITUTION OF HIGHER EDUCATION, PRESENT TO THE INSTITUTION OF HIGHER EDUCATION AT WHICH THE STUDENT SEEKS THE EXEMPTION AS EVIDENCE OF ENROLLMENT IN THE OTHER INSTITUTION:

(A) A TRANSCRIPT, GRADE REPORT, OR PAID FEE RECEIPT FROM THE PRECEDING SEMESTER; OR

(B) ANY OTHER EVIDENCE ACCEPTABLE TO THE INSTITUTION OF HIGHER EDUCATION AS PROOF OF ENROLLMENT IN THE OTHER INSTITUTION;

(2) IF THE STUDENT CLAIMS THE EXEMPTION BECAUSE THE STUDENT HAS GRADUATED FROM AN INSTITUTION OF HIGHER EDUCATION, A PRIVATE OR INDEPENDENT INSTITUTION OF HIGHER EDUCATION, OR AN OUT-OF-STATE INSTITUTION OF HIGHER EDUCATION, PRESENT TO THE INSTITUTION OF HIGHER EDUCATION AT WHICH THE STUDENT SEEKS THE EXEMPTION AS EVIDENCE OF GRADUATION FROM THE OTHER INSTITUTION A DIPLOMA OR TRANSCRIPT; AND

(3) SIGN A FORM STATING THAT THE STUDENT DOES NOT INTEND TO ENROLL ON A PERMANENT BASIS IN OR RECEIVE A CERTIFICATE OR DEGREE FROM THE INSTITUTION OF HIGHER EDUCATION AT WHICH THE STUDENT SEEKS EXEMPTION.

AN EXEMPTION UNDER THIS STATUTE TERMINATES IF THE STUDENT:

(1) ENROLLS ON A PERMANENT BASIS IN THE INSTITUTION OF HIGHER EDUCATION; OR (2) ENROLLS IN A CERTIFICATE OR DEGREE PROGRAM AT THE INSTITUTION OF HIGHER EDUCATION." (HOUSE BILL 114)

THIS BILL IS INTENDED TO EXEMPT FROM TASP REQUIREMENTS STUDENTS REGULARLY ENROLLED AT PRIVATE OR OUT-OF-STATE INSTITUTIONS OF HIGHER EDUCATION WHO ATTEND TEXAS PUBLIC INSTITUTIONS TEMPORARILY. EVIDENCE OF SUCH ENROLLMENT MUST BE FROM THE IMMEDIATELY PRECEDING SEMESTER. THE ONLY EXCEPTION TO THIS RULE IS FOR STUDENTS WHO ATTEND PRIVATE OR OUT-OF-STATE INSTITUTIONS DURING THE SPRING SEMESTER, DO NOT GO TO SCHOOL DURING THE SUMMER AND THEN DECIDE TO ATTEND A TEXAS PUBLIC INSTITUTION IN THE FALL SEMESTER. OTHERWISE, STUDENTS WHO DID NOT ATTEND A PRIVATE OR OUT-OF-STATE INSTITUTION DURING THE TERM IMMEDIATELY PRECEDING THE TERM FOR WHICH THEY SEEK ENROLLMENT AT A TEXAS PUBLIC INSTITUTION MAY NOT BE EXEMPTED UNDER THIS STATUTE. PREFERRED EVIDENCE OF ENROLLMENT AT THE PRIVATE OR OUT-OF-STATE INSTITUTION IS A TRANSCRIPT; HOWEVER, GRADE REPORTS, PAID FEE RECEIPTS AND ANY OTHER EVIDENCE ACCEPTABLE TO THE INSTITUTION IS PERMITTED UNDER THIS LAW.

THIS EXEMPTION MAY NOT BE CONTINUED FOR OUT-OF-STATE OR PRIVATE SCHOOL STUDENTS WHO ELECT TO REMAIN AT A TEXAS PUBLIC INSTITUTION FOR MORE THAN ONE CONSECUTIVE TERM. HOWEVER, THE EXEMPTION MAY BE REAPPLIED AFTER ONE OR MORE VERIFIABLE ADDITIONAL TERMS AT AN OUT-OF-STATE OR PRIVATE INSTITUTION. ABSENCE FROM A PRIVATE OR OUT-OF-STATE INSTITUTION FOR MORE THAN ONE ACADEMIC TERM IS CAUSE TO QUESTION A STUDENT'S PERMANENT ENROLLMENT STATUS AT THE PRIVATE/OUT-OF-STATE INSTITUTION AS REQUIRED BY THIS LAW.

NOTE: UNLIKE OTHER TASP EXEMPTIONS, THIS LAW PROVIDES THAT THE EXEMPTION FOR OUT-OF-STATE OR PRIVATE SCHOOL STUDENTS EXPIRES IN THE EVENT THE STUDENT DECIDES TO SEEK A DEGREE OR CERTIFICATE FROM A TEXAS PUBLIC INSTITUTION. INSTITUTIONS ARE CAUTIONED ABOUT PLACING STATEMENTS LIKE "TASP EXEMPT" ON STUDENT TRANSCRIPTS SINCE STUDENT STATUS MAY CHANGE AND SUCH STATEMENTS MAY BE MISLEADING TO OTHER INSTITUTIONS.

FOR THE PURPOSES OF THIS LAW THE FALL, SPRING AND SUMMER TERMS (AND THE EQUIVALENT TERMS FOR INSTITUTIONS ON THE QUARTER HOUR SYSTEM) ARE CONSIDERED AS SINGLE UNITS OF STANDARD LENGTH. THAT IS, A STUDENT WITH VERIFIED ATTENDANCE AT A PRIVATE OR OUT-OF-STATE INSTITUTION FOR THE SPRING SEMESTER MAY TAKE COURSES UNDER THIS LAW FOR THE ENTIRE SUMMER REGARDLESS OF HOW THE INSTITUTION HAS ORGANIZED THAT TERM.

STUDENTS CONCURRENTLY ENROLLED IN BOTH A PRIVATE/ OUT-OF-STATE INSTITUTION AND A TEXAS PUBLIC INSTITUTION CAN TAKE ADVANTAGE OF THIS LAW IF THEY PROVIDE THE PUBLIC INSTITUTION WITH A TRANSCRIPT OR OTHER PROOF OF ATTENDANCE AT A PRIVATE OR OUT-OF-STATE INSTITUTION DURING THE IMMEDIATELY PRECEDING SEMESTER AS REQUIRED BY THIS LAW.

STUDENTS WHO HAVE GRADUATED FROM A PRIVATE OR OUT-OF-STATE INSTITUTION WHO DO NOT INTEND TO ENROLL ON A PERMANENT BASIS OR TO RECEIVE A CERTIFICATE OR DEGREE FROM A TEXAS PUBLIC INSTITUTION OF HIGHER EDUCATION MAY BE EXEMPTED FROM TASP REQUIREMENTS UPON PRESENTATION OF A TRANSCRIPT OR DIPLOMA. FOR THE PURPOSES OF THIS SECTION OF THE LAW, CERTIFICATES AND ASSOCIATE DEGREES FROM ACCREDITED OUT-OF-STATE OR PRIVATE INSTITUTIONS WILL JUSTIFY AN EXEMPTION.

NOTE: SINCE TASP IS INTENDED TO BE AN UNDERGRADUATE, PRIMARILY LOWER-DIVISION PROGRAM, STUDENTS WHO ALREADY POSSESS BACCALAUREATE OR HIGHER DEGREES FROM ACCREDITED INSTITUTIONS ARE TASP EXEMPT.

STUDENTS SEEKING EXEMPTIONS UNDER THIS SECTION MUST SIGN A FORM STATING THE FOLLOWING:

> I SEEK EXEMPTION FROM THE TEXAS ACADEMIC SKILLS PROGRAM (TASP) UNDER THE PROVISIONS OF TEXAS LAW STEMMING FROM HOUSE BILL 114 OF THE 74TH TEXAS LEGISLATURE. I AM ENROLLED IN OR A GRADUATE OF A PRIVATE OR OUT-OF-STATE INSTITUTION OF HIGHER EDUCATION, AND I DO NOT INTEND TO ENROLL ON A PERMANENT BASIS IN OR RECEIVE A CERTIFICATE OR DEGREE FROM A TEXAS PUBLIC INSTITUTION OF HIGHER EDUCATION. SHOULD I DECIDE TO ENROLL ON A PERMANENT BASIS IN OR SEEK A DEGREE OR CERTIFICATE FROM

A TEXAS PUBLIC INSTITUTION OF HIGHER EDUCATION, AND I HAVE NOT RECEIVED A BACCALAUREATE OR HIGHER DEGREE FROM AN ACCREDITED INSTITUTION, I UNDERSTAND THAT IT IS MY RESPONSIBILITY TO INFORM THE INSTITUTION OF MY DECISION. I UNDERSTAND THAT I MUST ALSO COMPLY WITH THE REQUIREMENTS OF THE TASP UNDER TEC 51.306 AND MUST TAKE THE TASP TEST PRIOR TO THE END OF MY FIRST TERM AS A PERMANENT DEGREE OR CERTIFICATE SEEKING STUDENT, OR PRIOR TO GRADUATION IF ALL REQUIREMENTS HAVE BEEN MET.

STUDENTS WHO HAVE GRADUATED FROM AN OUT-OF-STATE OR PRIVATE INSTITUTION MUST SIGN THE ABOVE STATEMENT PRIOR TO ENROLLMENT. STUDENTS REGULARLY ENROLLED IN OUT-OF-STATE OR PRIVATE INSTITUTIONS WHO REFUSE TO SIGN THE ABOVE STATEMENT OR WHO ATTEMPT TO REMAIN LONGER THAN ONE ACADEMIC TERM (CONSECUTIVELY) AT A TEXAS PUBLIC INSTITUTION OF HIGHER EDUCATION OR WHO DO NOT, FOR ANY REASON, ATTEND A PRIVATE OR OUT-OF-STATE INSTITUTION OF HIGHER EDUCATION IN THE TERM IMMEDIATELY PRECEDING THE TERM FOR WHICH EXEMPTION IS SOUGHT, SHALL NOT BE PERMITTED TO ENROLL AT A TEXAS PUBLIC INSTITUTION OF HIGHER EDUCATION WITH THE TASP EXEMPTION DESCRIBED IN THIS SECTION.

STUDENTS WHO PROVIDE PROPER PROOF OF ATTENDANCE AT A PRIVATE OR OUT-OF-STATE INSTITUTION FROM THE IMMEDIATELY PRECEDING SEMESTER MAY BE ALLOWED TO ATTEND TEXAS PUBLIC INSTITUTIONS EVEN IF THEY WOULD OTHERWISE BE BARRED FROM ENROLLMENT DUE TO HAVING PREVIOUSLY ACCUMULATED NINE OR MORE COLLEGIATE HOURS AT A TEXAS PUBLIC INSTITUTION WITHOUT HAVING TAKEN THE TASP TEST.

STUDENTS FROM FOREIGN INSTITUTIONS OF HIGHER EDUCATION MAY AVAIL THEMSELVES OF THE PROVISIONS OF THIS LAW IF THEY PROVIDE THE PROPER DOCUMENTATION AND SIGN THE REQUIRED STATEMENT.

<u>CERTIFICATE PROGRAMS OF ONE YEAR OR LESS</u>

"THIS SECTION (51.306) DOES NOT APPLY TO A STUDENT ENROLLED IN A CERTIFICATE PROGRAM OF ONE YEAR OR LESS." (HB 1338)

CERTIFICATE PROGRAMS OF ONE YEAR OR LESS (LEVEL-ONE CERTIFICATES) ARE DEFINED AS THOSE WITH 42 OR FEWER SEMESTER CREDIT HOURS OR THE EQUIVALENT. TASP REQUIREMENTS DO NOT APPLY TO STUDENTS IN SUCH PROGRAMS AS LONG AS THEY REMAIN WITHIN THE CURRICULUM SPECIFIED FOR EACH CERTIFICATE. VOCATIONAL/TECHNICAL COURSES APPROVED IN ADVANCE BY THE INSTITUTION MAY BE SUBSTITUTED AS REQUIRED, BUT IN NO CASE CAN STUDENTS IN SUCH PROGRAMS ACCUMULATE GENERAL EDUCATION HOURS OUTSIDE THE SPECIFIED CURRICULUM. STUDENTS WHO PERSIST IN TAKING GENERAL EDUCATION HOURS OUTSIDE OF THE PROGRAM MUST TAKE THE TASP TEST PRIOR TO THE COMPLETION OF THE NINTH HOUR OR BE BARRED FROM SUBSEQUENT ENROLLMENT UNTIL THE TEST IS TAKEN.

NOTE: CERTIFICATE PROGRAMS OF ONE YEAR OR LESS WHICH CONTAIN IN EXCESS OF 42 SEMESTER CREDIT HOURS OR THE EQUIVALENT THAT REQUIRE EXTERNAL ACCREDITATION AND LICENSING EXAMINATIONS (E.G. LICENSED VOCATIONAL NURSING, LVN) MAY BE APPROVED BY THE COORDINATING BOARD STAFF (COMMUNITY AND TECHNICAL COLLEGES DIVISION) AS LEVEL-ONE CERTIFICATES.

[redacted]

Time extensions **FOR TEC 51.306 REQUIREMENTS** are only for students who attempted to meet TASP requirements on time and were prevented from doing so by unavoidable circumstances, causing them to become ineligible for re-enrollment in the next semester because they will have exceeded the semester credit hour limit. This policy is not a "blanket" exception. **THE COMMISSIONER OF HIGHER EDUCATION HAS THE AUTHORITY TO GRANT EXTENSIONS OF TEC 51.306 REQUIREMENTS;** extensions cannot be granted by the local institution.

Requests for an extension must come from the student's institution to the Coordinating Board, not directly from the student to the Coordinating Board. Institutions are expected to carefully screen extension requests so that only those that are completely documented and meet the criteria specified below are forwarded to the Coordinating Board for consideration. **STUDENTS WHO CONTACT THE COORDINATING BOARD DIRECTLY WILL BE REFERRED BACK TO THE CAMPUS TASP LIAISON.** Requests may be faxed to speed up the process but must include all relevant documents.

WHEN STUDENTS REGISTER TO TAKE THE TASP TEST BUT ARE PREVENTED FROM DOING SO DUE TO CIRCUMSTANCES BEYOND THEIR CONTROL, THEY MAY APPLY THROUGH THEIR TASP LIAISON FOR AN

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EXTENSION. THE TASP LIAISON WILL REVIEW THE APPLICATION TO ENSURE VALIDITY AND COMPLETENESS AND, WHEN APPROPRIATE, RECOMMEND APPROVAL OF THE APPLICATION TO THE TASP OFFICE AT THE COORDINATING BOARD BY WRITTEN ENDORSEMENT.

The Commissioner of Higher Education has **DETERMINED THAT THE FOLLOWING FOUR EXTENUATING CIRCUMSTANCES MAY BE CONSIDERED FOR AN EXTENSION:**

- **LOST OR STOLEN** photographic identification
- death in the immediate family
- call to military duty
- serious illness or injury

Students who have exceeded the semester credit hour limit **AND FAILED TO TAKE THE EXAMINATION AS A RESULT OF THE ABOVE CIRCUMSTANCES** must submit the following to be considered for a TASP extension:

- **A SIGNED LETTER ADDRESSED TO THE TASP LIAISON EXPLAINING WHY THE STUDENT WAS UNABLE TO ATTEND THE EXAMINATION**

- evidence of registration for the missed test

- documentation verifying why **THE STUDENT WAS** unable to attend the test administration (e.g., letter from physician, certification of hospitalization, copy of death certificate or obituary, statement explaining why photographic identification was not available [with attached police verification], copies of military orders). **DOCUMENTATION MUST SPECIFICALLY INCLUDE THE DATE OF THE MISSED EXAMINATION.**

- a signed document stating that **THE STUDENT** will take the TASP Test prior to the completion of the extension semester and acknowledging that failure to do so will result in a bar from enrollment in college-level courses in any Texas public college or university.

THE "EXTENSION SEMESTER" IS THE NEXT SEMESTER OF ATTENDANCE FOLLOWING THE MISSED TEST ADMINISTRATION (SEE "EXCEPTION" BELOW). EXTENSION REQUESTS DO NOT APPLY TO THE SEPTEMBER OR FEBRUARY TEST ADMINISTRATIONS. THE STUDENT IS EXPECTED TO RE-ATTEMPT THE TASP TEST AT THE NOVEMBER OR APRIL ADMINISTRATION, AS APPROPRIATE.

EXCEPTION: IF A STUDENT'S ILLNESS/INJURY IS LONG STANDING AND PREVENTS TAKING THE LAST REGULAR ADMINISTRATION OF THE CURRENT SEMESTER, STUDENTS MAY APPLY FOR EXTENSIONS AT ANY TIME.

OTHER EXTENSION REQUESTS

INSTITUTIONS MAY OCCASIONALLY ENCOUNTER SITUATIONS WHERE A STUDENT HAS NOT TAKEN THE TEST AND IS BARRED FROM RE-ENROLLMENT BUT DOES NOT FALL WITHIN THE CRITERIA FOR AN EXTENSION AS OUTLINED ABOVE. IN THOSE SITUATIONS, THE INSTITUTION SHOULD CONSIDER THE EXTENUATING CIRCUMSTANCES AND, IF APPROPRIATE, SUBMIT AN EXTENSION REQUEST TO ALLOW THE STUDENT TO ENROLL OR REMAIN ENROLLED UNTIL THE NEXT AVAILABLE REGULAR TEST ADMINISTRATION. THE COMMISSIONER OF HIGHER EDUCATION WILL CONSIDER SUCH REQUESTS ON A CASE-BY-CASE BASIS AND MAY CHOOSE TO GRANT AN EXTENSION. STUDENTS GRANTED SUCH EXTENSIONS WHO DO NOT TAKE THE TEST AT THE NEXT AVAILABLE REGULAR TEST ADMINISTRATION WILL BE WITHDRAWN IMMEDIATELY AND PROHIBITED FROM FUTURE ENROLLMENT AT TEXAS PUBLIC INSTITUTIONS UNTIL THEY TAKE THE TEST. SUCH STUDENTS WILL NOT BE ENTITLED TO ANY REFUND OF TUITION OR FEES.

NOTE: STUDENTS ARE EXPECTED TO MAKE EVERY EFFORT TO COMPLY WITH TASP REQUIREMENTS PRIOR TO REQUESTING AN EXTENSION OF THIS TYPE. ALL AVAILABLE OPPORTUNITIES TO TEST SHOULD BE PURSUED INCLUDING SUPPLEMENTAL AND COMPUTERIZED TESTING. ONLY AFTER ALL SUCH OPPORTUNITIES HAVE BEEN EXHAUSTED SHOULD A STUDENT BE PERMITTED TO SEEK AN EXTENSION OF THIS TYPE.

IF AN INSTITUTION'S TASP LIAISON RECEIVES AN EXTENSION REQUEST OF THIS TYPE, THE FOLLOWING SHOULD BE SUBMITTED TO THE TASP OFFICE AT THE COORDINATING BOARD:

- A SIGNED LETTER FROM THE STUDENT TO THE TASP LIAISON EXPLAINING WHY THE STUDENT WAS UNABLE TO TAKE THE TEST;

- ANY AVAILABLE DOCUMENTATION VERIFYING THE REASONS FOR NOT TAKING THE TEST;

- A STATEMENT SIGNED BY THE STUDENT ACKNOWLEDGING THAT THE STUDENT WILL TAKE THE TASP TEST AT THE NEXT REGULARLY SCHEDULED ADMINISTRATION AND THAT FAILURE TO DO SO WILL RESULT IN IMMEDIATE DISENROLLMENT WITHOUT REFUND OF TUITION OR FEES. THE STUDENT

MUST TAKE THE TASP TEST PRIOR TO ANY SUBSEQUENT ENROLLMENT AT A TEXAS PUBLIC INSTITUTION OF HIGHER EDUCATION.

- THE TASP LIAISON SHOULD RECOMMEND APPROVAL OR DENIAL AND FORWARD THE REQUEST PACKAGE TO THE COORDINATING BOARD FOR FINAL DECISION.

FAIL[redacted] – see WHEN MUST THE TASP TEST BE TAKEN?

FE[redacted]

Financial aid in the form of fee waivers for the cost of the TASP Test is available through the financial aid office at any public college or university in Texas. Criteria exist for establishing eligibility for this aid, and the financial aid office on each campus will determine student qualification for these fee waivers. Fee waivers can be used only to cover the test fee and cannot be obtained for or applied to late fees, study guides, or additional score reports.

Students should be urged to apply for these waivers and register for the test as early as possible since a limited supply of fee waivers is given to institutions in proportion to the total number of financially needy students on campus.

High school students are eligible for fee waivers and should apply to the financial aid officer at the institution of higher education they will attend. Institutions are encouraged to publicize the availability of fee waivers in their catalogs.

FI[redacted] – also see NINE-SEMESTER-HOUR RULE

Subchapter P, section 5.313 (Coordinating Board rules) was changed to eliminate the 15-hour option. Since fall 1993, all Texas public institutions of higher education have operated under the statutorily mandated nine-hour rule. Local placement testing may be used at the discretion of the institution, but this testing no longer has any relationship to TASP. Institutions may or may not place students into remediation based on the results of local placement tests.

Since students were at various stages of progress in completing their TASP obligations in the fall of 1993 and thereafter, the following guidelines apply:

- Those students who began under the 15-hour option but have accumulated fewer than nine **SEMESTER CREDIT** hours **OR THE EQUIVALENT** by the start of the fall 1993 semester must take the TASP Test prior to the end of the semester in which the ninth hour is accumulated **AS REQUIRED BY TEC 51.306.**

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- Students who began under the 15-hour option and have accumulated **NINE OR MORE** but less than **15 SEMESTER CREDIT HOURS OR THE EQUIVALENT** will be required to take the TASP Test prior to the end of their next academic term at a Texas public institution. No restrictions on registration or on the number of hours registered for should be imposed.

In each of the two examples above, noncompliance must result in barring students from all subsequent college-level work until the TASP Test is taken.

FO[redacted] – see EXEMPTIONS; INTERNATIONAL STUDENTS

FO[redacted] – see OUT-OF-STATE TESTING

PR[redacted]

A matriculated student who has accumulated fewer than 30 college-level semester credit hours or the equivalent. *(SCP, 5.312)*

[redacted] – see ACADEMIC FRESH START; EXEMPTIONS

[redacted]

The state shall continue to fund approved non-degree credit remedial courses. Additionally, the Board shall develop formulas to augment institutional funding of other remedial academic programs. The additional funding required under such formulas shall be met by state appropriation for fiscal years 1990-1991 and thereafter. *(TEC 51.306[h])*

GE[redacted] – see TASP-WAIVED CERTIFICATE PROGRAMS

G[redacted] – see WHEN MUST THE TEST BE TAKEN?

G[redacted] – see EXEMPTIONS

G[redacted] – see EXEMPTIONS

HA[redacted] – see SPECIAL TESTING ACCOMMODATIONS

HE[redacted] – see UPPER-LEVEL INSTITUTIONS

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HIGH SCHOOL STUDENTS

Public high school students may take the examination prior to graduation only if they have previously passed all sections of the exit-level TAAS Test and have been admitted to, or are concurrently enrolled in, an institution of higher education. *(SCP, 5.313 [a][2])*

High school students who intend to go to community colleges that have open admissions policies may take the test once they have passed the exit-level TAAS Test. Out-of-state/private high school students may take the TASP Test at their discretion.

ENTERING COLLEGE STUDENTS WHO HAVE NOT PASSED THE EXIT-LEVEL TAAS TEST AND ARE NO LONGER ENROLLED IN A TEXAS PUBLIC HIGH SCHOOL ARE SUBJECT TO THE SAME REQUIREMENTS AS OTHER ENTERING FRESHMEN. IF THE COLLEGE ACCEPTS SUCH STUDENTS FOR ENROLLMENT, ALL TASP REQUIREMENTS APPLY.

IF ENTERING STUDENTS ARE NORMALLY PLACEMENT TESTED, THEN HIGH SCHOOL STUDENTS WHO WISH TO BE CONCURRENTLY ENROLLED MUST BE PLACEMENT TESTED. SUCH STUDENTS MAY TAKE COLLEGE LEVEL WORK IN AREAS RELATED TO SECTIONS OF A LOCAL PLACEMENT TEST THEY HAVE PASSED, BUT NOT IN AREAS RELATED TO PORTIONS THEY HAVE FAILED. HIGH SCHOOL STUDENTS WHO HAVE FAILED PORTIONS OF A LOCAL PLACEMENT TEST AND ENROLL IN DUAL CREDIT COURSES RELATED TO THE FAILED PORTIONS OF THE PLACEMENT TEST MAY RECEIVE HIGH SCHOOL CREDIT ONLY.

TASP-WAIVED CERTIFICATES AND AUDITING COLLEGE-LEVEL COURSES INVOLVE COLLEGIATE-LEVEL INSTRUCTION AND MUST NOT BE MADE AVAILABLE TO HIGH SCHOOL STUDENTS WHO FAIL THE TASP TEST OR RELEVANT PORTIONS OF A LOCAL PLACEMENT TEST.

Institutions granting college-level credit under the Tech-Prep or other articulated concurrent enrollment or dual credit programs should be aware of the effect of such credit on students. If credits are awarded while the students are still in high school, the TASP Test must be taken by the time nine SCHs are accumulated or subsequent college enrollment must be denied until the test is taken. High school students who take and fail one or more portions of the TASP Test must not be allowed to take subsequent college-level work while still in high school. **TECH-PREP ARTICULATED CREDIT FROM HIGH SCHOOL COURSES SHOULD NOT BE TRANSCRIPTED UNTIL THE END OF THE FIRST TERM OF ACTIVE ENROLLMENT IN THE ACCEPTING COLLEGE. THIS PROCEDURE WILL ALLOW TECH-PREP STUDENTS TO TAKE THE TASP TEST DURING THEIR FIRST ENROLLED TERM AT THE COLLEGE RATHER THAN WHILE THEY ARE STILL IN HIGH SCHOOL.**

"Credit banking," which is withholding credit earned for college courses until a student graduates from high school, is not necessary for student athletes. The UIL and NCAA both indicate that as long as a high school student is a full-time student taking the number and types of high school courses required by the UIL for athletic eligibility, there is no problem with accumulating some college-level hours. Further, arriving at college with a few college credit hours has no effect on college athletic eligibility. The Attorney General's Office has advised that student athletes, like all other concurrently enrolled high school students, will be required to take the TASP Test by the time they have accumulated nine or more semester credit hours.

INSTITUTIONS ARE ADVISED TO DELAY AWARDING CLEP AND AP CREDIT UNTIL THE END OF THE FIRST ENROLLED TERM ON CAMPUS. THIS ACTION WILL HELP AVOID SITUATIONS WHERE STUDENTS ARRIVE ON CAMPUS ALREADY IN POSSESSION OF NINE OR MORE HOURS OF COLLEGE CREDIT, WHICH PUTS THEM IN VIOLATION OF THE REQUIREMENT TO TAKE THE TASP TEST PRIOR TO ACCUMULATING NINE HOURS. INSTITUTIONS CHOOSING TO AWARD SUCH "UP FRONT" CREDIT MUST BE AWARE THAT ALL TASP RULES APPLY TO SUCH STUDENTS, AND THEY MUST BE DENIED ENROLLMENT OR REENROLLMENT AT TEXAS PUBLIC INSTITUTIONS OF HIGHER EDUCATION UNTIL THE TEST IS TAKEN.

NOTE: HOUSE BILL 1337 OF THE 74TH LEGISLATURE AMENDS SECTION 130.090 OF THE EDUCATION CODE AS FOLLOWS:

"(a) THE GOVERNING BOARD OF A JUNIOR COLLEGE DISTRICT MAY CONTRACT WITH THE GOVERNING BOARD OF AN INDEPENDENT SCHOOL DISTRICT IN THE JUNIOR COLLEGE DISTRICT'S SERVICE AREA FOR THE JUNIOR COLLEGE TO PROVIDE REMEDIAL PROGRAMS FOR STUDENTS ENROLLED IN SECONDARY SCHOOLS IN THE INDEPENDENT SCHOOL DISTRICT IN PREPARATION FOR GRADUATION FROM SECONDARY SCHOOL AND ENTRANCE INTO COLLEGE."

THIS LAW HAS APPLICABILITY TO TASP WHERE REMEDIATION OF HIGH SCHOOL STUDENTS IS CONCERNED. HB 1337 GIVES JUNIOR COLLEGES THE OPTION OF CONTRACTING WITH INDEPENDENT SCHOOL DISTRICTS TO PROVIDE REMEDIAL PROGRAMS TO HIGH SCHOOL STUDENTS. REMEDIATION PROVIDED SIMPLY TO ASSIST HIGH SCHOOL STUDENTS TO GRADUATE FROM HIGH SCHOOL IS NOT OF CONCERN FOR TASP PURPOSES. COLLEGES WERE PREVIOUSLY PROHIBITED FROM PROVIDING REMEDIATION TO HIGH SCHOOL STUDENTS WHO FAILED PORTIONS OF THE TASP TEST OR A COLLEGE'S LOCAL PLACEMENT TEST. UNDER HB 1337, SUCH REMEDIATION IS NOW PERMITTED IF THE JUNIOR COLLEGE AND AN INDEPENDENT SCHOOL

DISTRICT HAVE ENTERED INTO A CONTRACTUAL AGREEMENT AS DESCRIBED IN THE STATUTE. COLLEGES MAY CHOOSE NOT TO ENTER INTO SUCH AGREEMENTS AND WOULD THEN NOT BE PERMITTED TO REMEDIATE HIGH SCHOOL STUDENTS WHO HAVE FAILED TASP OR PORTIONS OF A LOCAL PLACEMENT TEST.

STUDENTS IN REMEDIATION UNDER AN AGREEMENT AUTHORIZED BY THIS LAW ARE NOT TO BE PERMITTED TO CONCURRENTLY TAKE COLLEGIATE-LEVEL WORK.

HIGHER PERFORMANCE STANDARDS -- also see STANDARDS

An institution may require higher performance standards than those set by the Board. **IN THIS CASE, A STUDENT WISHING TO TRANSFER TO AN INSTITUTION WITH HIGHER STANDARDS MAY NOT BE DENIED ADMISSION ON THE BASIS OF TASP TEST SCORES, BUT MAY, NONETHELESS, BE REQUIRED TO MEET OTHER HIGHER STANDARDS AS DETERMINED BY THE INSTITUTION.** *(TEC 51.306[e], SCP 5.316)*

HOW [redacted]

There is no limit on the number of times a student can take the test. Students who need remediation should not expect to change their scores significantly without remediation because the test is highly reliable.

The testing company will not normally allow someone to register for the test after all three test sections have been passed. **HOWEVER, STUDENTS ATTEMPTING TO MEET REQUIREMENTS FOR ENTRANCE INTO HIGHLY SELECTIVE PROGRAMS MAY RETAKE THE TEST IN AN EFFORT TO IMPROVE THEIR SCORES.**

ILLNESS OR INJURY -- see EXTENSIONS AND EXTENSION REQUESTS

IDENTIFICATION

Students must present proper identification in order to be admitted to the testing session. Information regarding what constitutes appropriate identification is stated in the current *TASP Test Registration Bulletin*.

INSTITUTIONAL PLACEMENT TESTING -- see PLACEMENT TESTING (LOCAL)

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IN[redacted]

Each institution shall report annually to the Coordinating Board, on or before a day set by rule of the Board and in a manner prescribed by the Board, data concerning the effectiveness of the institution's remedial program and advising program. *(SCP, 5.318 [a])*

Annual reports on the effectiveness of advising shall contain information about the institution's total advisement program. *(SCP, 5.318 [b])*

I[redacted]

The TASP should not prevent any institution from admitting international students. The Immigration and Naturalization Service (INS) rules for international students allow foreign students to participate in intensive English or remediation programs and the remedial requirements of TASP are not in conflict with existing INS rules. INS rules allow institutions latitude in determining whether an international student is pursuing a degree in an acceptable manner and time frame. Institutions must evaluate each international student's degree progress in light of TASP requirements.

[redacted] – see DYSLEXIA AND OTHER RELATED DISORDERS; SPECIAL TESTING ACCOMMODATIONS

[redacted]

"It is the intent of the legislature that all affected institutions of public higher education fully address remedial needs identified by the Texas Academic Skills Program with appropriations made with this Act for the Remedial Education Program and other institutional funds available." (Rider to Appropriations Act)

Any remedial funds provided by appropriations requested by the Coordinating Board are intended to help institutions fund TASP-related programs. Remediation and advising as a result of TASP must be fully supported by the institutions even if costs exceed the amount allocated to each institution.

LI[redacted] – see NONTRADITIONAL EDUCATIONAL EXPERIENCES

LOCA[redacted] – see PLACEMENT TESTING (LOCAL)

LOWER-DIVISION – see PRIVATE/OUT-OF-STATE INSTITUTIONS; SIXTY-SEMESTER-HOUR LIMIT; UPPER-LEVEL/UPPER-DIVISION INSTITUTIONS

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[redacted] -- see EXTENSIONS AND EXTENSION REQUESTS; NONTRADITIONAL EDUCATIONAL EXPERIENCES

MINIMUM PERFORMANCE STANDARDS -- see STANDARDS

NINE-SEMESTER-HOUR RULE

All entering students and transfer students must take the TASP Test prior to the end of the semester in which they accumulate nine or more college-level semester credit hours. *(SCP, 5.313 [9])*

Any student who fails to take the TASP Test during the designated semester will not be permitted to re-enroll or enroll in any other Texas public institution of higher education except in non-credit, developmental, or pre-collegiate courses until the test has been taken. **STUDENTS MAY RETAKE COURSES FOR WHICH CREDIT HAS ALREADY BEEN GRANTED (FOR NO ADDITIONAL CREDIT), AND MAY ALSO AUDIT COURSES.** *(SCP, 5.313 [10])* **AUDITING COURSES MUST NOT RESULT IN ACCUMULATED SEMESTER CREDIT HOURS OR THE EQUIVALENT. AUDITING IS DESIGNED TO PERMIT STUDENTS TO LEARN WITHOUT NECESSARILY MEETING ALL COURSE REQUIREMENTS. IF A STUDENT WANTS THE HOURS ASSOCIATED WITH A COLLEGIATE COURSE, HE OR SHE MUST REGISTER FOR AND MEET ALL OF THE REQUIREMENTS FOR THAT COURSE.**

College-level credit hours obtained via repeating courses may be counted only once in calculating a student's standing with regard to the nine-hour limit for having to take the TASP Test. Students may retake courses to attempt to improve the course grade if no additional credit hours are awarded.

IN SUMMARY, STUDENTS WHO HAVE ACCUMULATED NINE OR MORE SCHs WITHOUT HAVING TAKEN THE TASP TEST MAY ENROLL IN TEXAS PUBLIC INSTITUTIONS FOR DEVELOPMENTAL COURSES, REPEAT COURSES FOR NO ADDITIONAL CREDIT, AND AUDIT COURSES FOR NO CREDIT. SUCH STUDENTS WHO CHOOSE TO REPEAT OR AUDIT COURSES ARE NOT REQUIRED TO CONCURRENTLY BE IN DEVELOPMENTAL COURSES.

NON[redacted] -- also see REMEDIATION

Although many students who demonstrate significant underpreparation may benefit from semester-length classes, those students whose performance on the TASP indicates minor degrees of underpreparation may benefit more from a remedial intervention that is less intensive. Remediation does not necessarily need to be semester-length courses. For those marginally underprepared students, a great deal of time and expense may be saved by an alternative form of remediation. Additionally,

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institutional resources may be better utilized by placing marginally underprepared students in non-course based remedial activities. Each institution should evaluate its remedial placement policies to insure that all levels of remedial need are addressed in the most appropriate and efficient manner.

Non-course-based remediation may include, but is not limited to, tutoring, supervised self-study, and participation in learning assistance centers. Non-course-based remediation is not to be claimed for state formula funding. Appropriate documentation must be kept which can verify that student participation was active and continuous. Non-course-based remediation may be used in lieu of or as a supplement to other forms of remediation at the discretion of the institution. The institution is responsible for the level, appropriateness, amount, and effectiveness of remediation given to students.

TO QUALIFY FOR FUNDING FOR NON-COURSE-BASED REMEDIATION, AN INSTITUTION MUST PROVIDE EACH STUDENT WITH A WRITTEN PROGRAM OF STUDY DESIGNED TO REMEDIATE THE STUDENT'S DEFICIENCY AND MONITOR STUDENT PARTICIPATION.

A STUDENT MAY BE REFERRED TO NON-COURSE-BASED INSTRUCTION FOR DEFICIENCIES IN EACH OF THE THREE AREAS (READING, MATH, WRITING) OF THE TASP EXAMINATION. STUDENTS REFERRED FOR MULTIPLE DEFICIENCIES WILL GENERATE PROPORTIONATELY MORE FUNDING. STUDENTS MAY BE REFERRED TO NON-COURSE-BASED REMEDIATION ONLY ONCE EACH SEMESTER OR QUARTER FOR EACH REMEDIATION AREA (READING, MATH, WRITING).

STUDENTS WILL GENERATE FUNDING FOR NON-COURSE-BASED REMEDIATION IN A GIVEN AREA (READING, MATH, WRITING) ONLY IF: (1) THEY HAVE FAILED THAT PORTION OF THE TASP EXAMINATION OR A LOCAL DIAGNOSTIC OR "CAMPUS FORM" OF THE TASP EXAMINATION, (2) THEY HAVE BEEN PROVIDED WITH A WRITTEN PROGRAM OF STUDY DESIGNED TO REMEDIATE THAT DEFICIENCY, AND (3) THEY HAVE PARTICIPATED IN A MINIMUM OF 12 CLOCK HOURS OF NON-COURSE-BASED INSTRUCTION IN A GIVEN AREA DURING A SEMESTER OR QUARTER.

STUDENTS WITH DEFICIENCIES SO SEVERE THAT THEY CANNOT BE ADEQUATELY ADDRESSED BY A REMEDIAL COURSE ALONE MAY BE REFERRED TO BOTH COURSE-BASED INSTRUCTION AND NON-COURSE-BASED INSTRUCTION IN THE SAME SEMESTER OR QUARTER.

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NONTRADITIONAL EDUCATIONAL EXPERIENCES -- also see EXEMPTIONS AND ADVANCED PLACEMENT TESTS

Students who receive college credit for nontraditional educational experiences such as military training, proprietary school courses, work experiences, life experiences before fall 1989 may gain exemption from the TASP based upon that work. However, as with the policy on advanced placement tests, college-level credit must be granted for such work by an institution accredited by an accrediting agency recognized by the State of Texas. The mere fact that a student has taken and passed an advanced placement test or a military training course does not generate college-level credit. Only an accredited institution can grant it. Therefore, if the actual test, course or experience was completed prior to fall 1989 and an accredited institution has awarded or will award at least three hours of college-level credit, the student may be exempted.

THE TASP EXEMPTION THROUGH GRANDFATHERING IS BASED ON ACCUMULATED COLLEGE CREDIT HOURS. INSTITUTIONS ARE CAUTIONED THAT ADVANCED PLACEMENT TEST SCORES AND DD214s CARRY NO COLLEGE CREDIT BY THEMSELVES. THEY ARE SIMPLY DOCUMENTS THAT GIVE AN ACCREDITED INSTITUTION INFORMATION ON WHICH TO BASE DECISIONS ABOUT GRANTING CREDITS. AN INSTITUTION MUST GRANT CREDIT HOURS OR NO EXEMPTION IS POSSIBLE. SUCH HOURS SHOULD APPEAR ON AN INSTITUTIONAL TRANSCRIPT.

[redacted]

There are three official forms of TASP Test scores **FOR INSTITUTIONS**:

1. Score reports sent directly from the testing company to an institution at the student's request.

2. Score reports sent directly from the testing company to an institution at the institution's request.

3. Scores reported on an official institutional transcript.

Scores reported in the form of a letter, certificate, or statement, even if from an institution's registrar, on letterhead, with signature, raised seal, and the words "official TASP scores" will not be considered official scores.

Reporting only "p" (pass) or "f" (fail) on the transcript tells the receiving institution very little. While such information may be sufficient to allow a student to start classes, receiving institutions, in most cases, must have a student's score on each test section (reading, math and writing). Therefore, institutions are encouraged to report TASP scale scores for all three test sections.

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[redacted] -- see EXEMPTIONS

[redacted] -- see SCORE RETRIEVAL SYSTEM

[redacted] -- see PRIVATE/OUT-OF-STATE INSTITUTIONS

[redacted]

TEC 51.306(o) states that: "This section does not apply to a student located outside this state who enrolls in a course offered outside this state by an institution of higher education."

This statute applies to Texas institutions that offer college-level courses outside the state of Texas or outside of the United States. This law relieves these institutions of responsibility for administration of the TASP Test to students taking courses at out-of-state or overseas locations, but only so long as the students remain outside the state. If students involved in taking courses from Texas public institutions return to Texas to continue or complete their academic work, they immediately become liable for all TASP requirements within the first nine semester **CREDIT** hours **OR THE EQUIVALENT** completed in-state at a Texas public institution of higher education.

[redacted] -- see ATTENDANCE FOR REMEDIAL ACTIVITIES

[redacted] -- see PLACEMENT TESTING (LOCAL)

[redacted] -- see IDENTIFICATION POLICY

[redacted]

For initial placement of a student, an institution may use any appropriate diagnostic assessment procedures. *(SCP, 5.317 [a])*

A TEXAS PUBLIC INSTITUTION OF HIGHER EDUCATION, AT ITS OWN DISCRETION, MAY CHOOSE TO GIVE OR NOT TO GIVE A LOCAL PLACEMENT TEST. IT MAY GIVE ANY TYPE OF PLACEMENT TEST, INCLUDING ONE THAT MEASURES ONLY ONE OR TWO OF THE THREE MAIN SKILL AREAS (READING, MATHEMATICS, WRITING) OF THE TASP TEST, OR ANY COMBINATION THEREOF. INSTITUTIONS ARE ENCOURAGED TO USE PLACEMENT TESTS THAT INCLUDE ALL THE SKILLS MEASURED BY THE TASP TEST.

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THE USE OF LOCAL PLACEMENT TESTS DOES NOT AFFECT the requirement that students must take and pass the Certification Form of the TASP Test to meet the requirements of the law. The Coordinating Board has not specified instruments that may or may not be used by institutions for placement purposes, nor has it specified passing scores or standards to be used with such placement tests.

Institutions may use placement testing at their option and may or may not require students to remediate as a result of this testing. **HOWEVER, INSTITUTIONS ARE HIGHLY ENCOURAGED TO REQUIRE APPROPRIATE REMEDIATION WHEN STUDENT DEFICIENCIES BECOME KNOWN.** Students who pass the TASP Test but do not pass a local placement test may be placed in remedial courses/programs in accordance with institutional policy. This would in no way violate any provision of the TASP and is left to the discretion of each institution.

PRE-REGISTRATION FOR SUBSEQUENT SEMESTERS

Students who **WILL ACCUMULATE NINE OR MORE SEMESTER CREDIT HOURS OR THE EQUIVALENT IN THE CURRENT SEMESTER** may be permitted to pre-register for the next semester **IF THE INSTITUTION SO CHOOSES**. If **PRE-REGISTERED** students take the test in the current semester but fail all or portions of it, the institution must ensure that those students subsequently drop and/or add appropriate courses to stay within the limits of the law and institutional policy **DURING THE SUBSEQUENT SEMESTER.** However, if such students fail to take the test during the current semester, pre-registration must be canceled **OR MODIFIED.** These students will **BE ALLOWED TO ENROLL** only **IN COURSES THAT RESULT IN NO ADDITIONAL SEMESTER CREDIT HOURS, I.E.,** remedial/developmental courses, **AUDIT COURSES, OR REPEAT COURSES,** until the test is taken **AND SCORES ARE RECEIVED BY THE INSTITUTION.**

PREREQUISITE

The faculty of each institution should review its degree credit and certificate courses, and may identify those courses for which students must demonstrate prior successful performance on one or more parts of the TASP examination. Each institution adopting such a placement plan shall file it with the Texas Higher Education Coordinating Board. In the absence of such a placement plan, students would be eligible to enroll concurrently in remedial programs and college level courses, subject to appropriate advisement. *(SCP, 5.317 [j])* Placement plans should be updated with the Coordinating Board whenever significant changes are made and/or during periodic updates requested by the Coordinating Board.

Institutions may make passing the TASP Test a prerequisite for certain courses. Because TASP prerequisites are institutionally derived, when students who have been

barred from certain courses due to TASP prerequisites go to another institution (public, private or out-of-state) and take those very courses, the home institution determines if it will accept/transfer these hours, consistent with the institution's own policies.

Two-year institutions may, under limited circumstances, use passing all or portions of the TASP Test as a prerequisite for entry into certain specialized programs. This use of TASP Test scores must be limited to only highly selective programs for which there is a strong rationale for using TASP Test passage as a prerequisite. Institutions are reminded that, by law, TASP Test results cannot be used as an admissions criterion to Texas public institutions except for upper-level schools (see Upper-Level Institutions). Therefore, while institutions may use TASP Test passage as a prerequisite for certain specialized programs, they cannot use TASP Test scores as an admission screen to the institution in general.

PRE-TASP TEST -- also see PLACEMENT TESTING (LOCAL)

The Pre-TASP or Campus Form of the TASP examination is a version that may be administered and scored by qualified campus personnel on a schedule determined by the institution. The Pre-TASP Test may not be used to satisfy the requirements of the Certification Form of the test. *(SCP, 5.312)*

PRIVATE[illegible] -- see HIGH SCHOOL STUDENTS

PRIVATE/OUT-OF-[illegible] -- also see EXEMPTIONS

While the law mandating TASP does not apply to students while they are at private or out-of-state institutions, hours earned at such institutions must be included when determining total earned semester credit hours. TASP rules and regulations apply as soon as such students enroll or re-enroll in a Texas public institution.

The policies below **APPLY TO** students coming from private or out-of-state institutions **TO ENTER TEXAS PUBLIC INSTITUTIONS ON A PERMANENT BASIS:**

- Students who come to Texas public institutions with fewer than nine SCHs from private or out-of-state institutions and no previous hours from Texas public institutions may be treated as entering freshmen and must take the official TASP Test during the semester in which the ninth hour at a Texas institution is earned. When incoming students from out-of-state or private institutions have earned more than nine SCHs, but less the 60 SCHs, such students may be declared transfer students and given nine SCHs at Texas public institutions prior to taking the test.

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- Students with less than nine hours at a Texas public institution who go to out-of-state or private institutions and then return to a Texas public institution **ON A PERMANENT BASIS** may be allowed the remaining balance of the nine SCHs before having to take the test. Students who have become TASP delinquent (equaled or exceeded the nine hour limit at a Texas public institution) prior to going to a private or out-of-state institution, **WHO THEN RETURN TO A TEXAS PUBLIC INSTITUTION ON A PERMANENT BASIS**, must not be allowed to register for anything other than remedial, pre-collegiate or non-credit **(REPEAT OR AUDIT COURSES)** hours at Texas public institutions regardless of how many hours they have accumulated at out-of-state or private institutions until they take the TASP Test. In this case, students having a total of 60 or more SCHs must not only take the test, but must pass it before taking any subsequent upper-division work **OR BEING ALLOWED TO GRADUATE** and must participate in continuous remediation if any portions of the test are failed. Those students with 59 or fewer SCHs must remediate continuously if they do not pass all portions of the test.

- Out-of-state or private school students with no previous Texas public hours who have 60 or more SCHs and who come to a Texas public institution **ON A PERMANENT BASIS** may be allowed up to nine SCHs of any type including upper-division hours before they must take the official TASP Test. Such students must take and pass the test prior to the end of the term in which they accumulate nine or more Texas public hours or they will subsequently be limited to lower-division, remedial, or non-credit **(REPEAT OR AUDIT)** courses. It is strongly recommended that institutions have these students sign a statement of understanding when they first register at a Texas public institution indicating that they know about the requirement and the impact that noncompliance will have on them.

  Note: Receiving Texas public institutions must make every effort to determine the total number of Texas public credit hours students possess to comply with all TASP requirements.

HB 114, PASSED BY THE 74TH LEGISLATURE, PERMITS EXEMPTION FROM TASP REQUIREMENTS FOR STUDENTS WHO ARE REGULARLY ENROLLED AT PRIVATE OR OUT-OF-STATE INSTITUTIONS OF HIGHER EDUCATION, BUT WHO ATTEND TEXAS PUBLIC INSTITUTIONS TEMPORARILY TO GAIN ADDITIONAL CREDIT HOURS. NOTE THAT THE EVIDENCE OF SUCH ENROLLMENT MUST BE FROM THE IMMEDIATELY PRECEDING SEMESTER. THE ONLY EXCEPTION TO THIS RULE IS FOR STUDENTS WHO ATTEND PRIVATE OR OUT-OF-STATE INSTITUTIONS DURING THE SPRING SEMESTER, DO NOT GO TO SCHOOL DURING THE SUMMER AND THEN DECIDE TO ATTEND A TEXAS PUBLIC INSTITUTION IN THE FALL SEMESTER. OTHERWISE,

STUDENTS WHO DID NOT ATTEND A PRIVATE OR OUT-OF-STATE INSTITUTION DURING THE TERM IMMEDIATELY PRECEDING THE TERM FOR WHICH THEY SEEK ENROLLMENT AT A TEXAS PUBLIC INSTITUTION MAY NOT BE EXEMPTED UNDER THIS STATUTE. PREFERRED EVIDENCE OF ENROLLMENT AT THE PRIVATE OR OUT-OF-STATE INSTITUTION IS A TRANSCRIPT; HOWEVER, GRADE REPORTS, PAID FEE RECEIPTS AND ANY OTHER EVIDENCE ACCEPTABLE TO THE INSTITUTION IS PERMITTED UNDER THIS LAW.

THIS EXEMPTION MAY NOT BE CONTINUED FOR OUT-OF-STATE OR PRIVATE SCHOOL STUDENTS WHO ELECT TO REMAIN AT A TEXAS PUBLIC INSTITUTION FOR MORE THAN ONE CONSECUTIVE TERM. HOWEVER, THE EXEMPTION MAY BE REAPPLIED AFTER ONE OR MORE VERIFIABLE ADDITIONAL TERMS AT AN OUT-OF-STATE OR PRIVATE INSTITUTION. ABSENCE FROM A PRIVATE OR OUT-OF-STATE INSTITUTION FOR MORE THAN ONE ACADEMIC TERM IS CAUSE TO QUESTION A STUDENT'S ENROLLMENT STATUS AS REQUIRED BY THIS LAW.

NOTE: UNLIKE OTHER TASP EXEMPTIONS, THIS LAW PROVIDES THAT THE EXEMPTION FOR OUT-OF-STATE OR PRIVATE SCHOOL STUDENTS EXPIRES IN THE EVENT THE STUDENT DECIDES TO SEEK A DEGREE OR CERTIFICATE FROM A TEXAS PUBLIC INSTITUTION. INSTITUTIONS ARE CAUTIONED ABOUT PLACING STATEMENTS SUCH AS "TASP EXEMPT" ON STUDENT TRANSCRIPTS SINCE STUDENT STATUS MAY CHANGE AND SUCH STATEMENTS MAY BE MISLEADING TO OTHER INSTITUTIONS.

The law allows transfer students from private or out-of-state institutions to enroll **ON A PERMANENT BASIS** in Texas public institutions prior to taking the TASP Test. For example, if such a student arrives at a Texas public institution with 30 accumulated hours, he/she must take the TASP Test prior to the completion of nine SCHs (see Subchapter P, 5.313[a][1][B]). Such students should not be barred from admission nor from college-level courses until they meet or exceed nine Texas SCHs without having taken the test.

PROPRIE[redacted]URSES -- see EXEMPTIONS; NONTRADITIONAL EDUCATIONAL EXPERIENCES

REGISTRA[redacted] -- see COST OF THE TEST

REGISTRATION PROCEDURES

Information about **REGISTRATION PROCEDURES AND REQUESTING** special testing accommodations for students with disabilities is available in the current *TASP Test Registration Bulletin.*

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REMEDIATION -- also see DEVELOPMENTAL COURSES; ATTENDANCE FOR REMEDIAL ACTIVITIES

BASIC TASP REMEDIATION REQUIREMENTS FOR TEXAS PUBLIC INSTITUTIONS OF HIGHER EDUCATION ARE:

(1) REMEDIATION MUST BE PROVIDED TO STUDENTS NEEDING IT

(2) REMEDIATION MUST BE OFFERED AT THE PLACE WHERE STUDENTS WOULD OTHERWISE ATTEND CLASSES

(3) REMEDIAL COURSES/PROGRAMS MUST NOT RESULT IN CREDIT TOWARD COMPLETION OF A DEGREE/CERTIFICATE

APPROPRIATE REMEDIATION

- If the test results indicate that remedial education is necessary in any area tested, the institution shall refer the student to remedial courses or other remedial programs made available by the institution *(TEC 51.306[f]; SCP, 5.317[c])*. **REMEDIAL ACTIVITIES INVOLVING STUDY SKILLS AND MATH ANXIETY MAY BE APPROPRIATE FOR CERTAIN STUDENTS AND MAY BE USED AS LONG AS THE GOAL IS TO IMPROVE STUDENT PERFORMANCE IN THE READING, WRITING AND MATHEMATICS SKILLS MEASURED BY THE TASP TEST.**

- Institutions have flexibility in making individualized judgments about the nature and extent of remediation. It is an institutional responsibility to determine which, if any, academic courses a student should be permitted to take along with remediation.

- The determination of remedial class size is left to the individual institutions. Since institutions are evaluated on how effective their remedial programs are, they should strive to use class sizes that are most effective.

- Each institution shall formulate policies to require and monitor students' continuous participation in appropriate remedial courses and/or other types of programs until such students have passed all sections of the TASP examination. *(SCP, 5.317 [i])*

- Students in need of remediation in more than one test area (reading, math, writing), are obligated to remediate continuously until all sections of the test are passed. However, it is up to the institution/advisor to determine how

many remedial areas will be addressed during any academic term. Institutions should require students to get into and complete required remediation in a timely and efficient manner. In any case, students in need of TASP-required remediation must participate in at least one remedial area in each academic term to meet the requirements of the law. Beyond that minimum, institutions are responsible for advising students in such a way that remediation will be completed in optimum time with maximum results.

- Some students may need one or more full semesters of remedial work while others may only need some tutoring or work in a learning skills center or some guided self-study. The institution has the authority to determine the appropriate type of remediation.

- While it is each institution's prerogative whether or not to have an attendance policy for classes, Subchapter P (5.317[b]) says that students whose performance is below the standard must be enrolled and participate in a remedial course or other remedial activity provided by the institution. This means that students must attend required remedial work or be subject to being dropped from school.

- Continuous remediation must involve activities for which a student has a demonstrated deficiency (e.g., substandard TASP scores), according to the law. Therefore, remedial activities that are taken voluntarily by students when no demonstrated deficiency is evident cannot be counted toward the continuous remediation requirement for TASP purposes.

- Remedial courses or programs may not be considered as credit toward completion of degree or certificate requirements. *(TEC 51.306[f])*

- At institutions using a local placement/assessment instrument, students failing all or portions of that instrument may or may not **BE REQUIRED TO REMEDIATE** at the discretion of the institution. Students placed in remediation by a local placement instrument must stay in remediation only until they meet the institution's exit requirements for such activity.

WHEN?

- A student whose performance is below standard for a tested skill area must participate continuously in a remediation program *(TEC 51.306[e])* until that section of the test is passed. "Continuously" means that during each semester in which a student is enrolled, he or she must participate and be enrolled in a remedial course or other remedial program provided by the institution. *(SCP, 5.317 [b])*

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- Remediation must begin as soon as possible, but not later than the beginning of the next semester. *(SCP, 5.317 [c])* The clear intent of the law is that the student be placed into appropriate remedial activities immediately. However, if the institution doesn't become aware of the need until late in a given semester, other **NON-COURSE- BASED** options such as a learning assistance center, a tutor, or some supervised self-study could be appropriate. Remediation can take many forms and does not have to be course-based only.

- When a student takes the TASP Test early in the semester and fails portions of it, an institution will not receive the score reports until several weeks after the test. The student could be half finished with courses that may be problematic in light of the failure. Because removing students from classes they have already entered would not meet the spirit of the law, institutions need not remove students from courses that are already in progress under those circumstances.

- Students who have been assigned remedial programs due to failing a portion of the Certification Form of the TASP Test may wish to drop or withdraw from those programs. However, remediation due to TASP is mandatory by law and cannot be dropped by a student. Since Coordinating Board rules require continuous remediation, a student must not be permitted to withdraw from <u>all</u> remediation and continue college-level courses. In extreme circumstances, students may be permitted to drop a remedial course/program if an approved alternative form of remediation is available and taken. Dropping remedial courses/programs should be approved by an institutional official no lower than the level of a dean or the equivalent. **THEREFORE, WHILE IT IS POSSIBLE TO WITHDRAW FROM <u>SOME</u> REQUIRED REMEDIAL ACTIVITIES, WITHDRAWAL FROM <u>ALL</u> REMEDIATION DURING A GIVEN TERM MUST BE** associated only with withdrawal from the institution.

- Continuous remediation is required even during summer terms when many transfer/transient students pass through Texas public institutions. Although students must participate in some sort of remedial activity during every term they are registered: (1) TASP rules do not limit students in remediation to remedial work only, and (2) these students are not required to take only course-based forms of remediation. This applies only to students failing the Certification Form of the TASP Test because the length of remediation depends on the individual institution when placement tests are involved. Institutions have some flexibility where types of remediation and mixing developmental and college-level courses are concerned, but must ensure continuous student remediation -- even during the summer term.

NOTE: TEMPORARY STUDENTS REGULARLY ENROLLED AT PRIVATE OR OUT-OF-STATE INSTITUTIONS MAY BE ALLOWED TO ENROLL AT TEXAS PUBLIC INSTITUTIONS WITHOUT PARTICIPATING IN THE TASP IF THEY MEET THE REQUIREMENTS OF HB 114. (SEE EXEMPTIONS; PRIVATE/OUT-OF-STATE INSTITUTIONS FOR MORE INFORMATION)

- Institutions must provide remedial activities when students need them. Not having enough students to "make" a class is not a sufficient reason for failing to make remediation available. Institutions have great flexibility in determining remedial offerings, both course-based and non-course-based, and must make some useful and appropriate form of remediation available.

WHERE?

- Each institution shall make available those courses and programs on the same campus at which the student would otherwise attend classes.

- **TEXAS PUBLIC INSTITUTIONS OF HIGHER EDUCATION MAY NOT USE OUT-OF-STATE INSTITUTIONS AS SOURCES FOR REMEDIAL INSTRUCTION TO MEET THE REQUIREMENTS OF TEC 51.306.**

- Where there are multiple centers or sites for classes, an institution may designate a principal site or sites where remediation will be held. *(SCP, 5.317 [d])*

- An institution may elect to provide remedial programs or courses on its campus by contracting with a second institution to deliver the instruction. If such an arrangement is made, the host institution will be responsible for the quality and effectiveness of remediation. *(SCP, 5.317 [e])*

[redacted] – see NINE-SEMESTER-HOUR RULE

SC[redacted]

The Texas Higher Education Coordinating Board and the testing contractor have developed an on-line access system whereby each institution of higher education can connect to a computer database to determine a student's TASP Test status. Registrars and/or admissions officers at each institution have been given information about how to use this system. Scores obtained via this system are unofficial. **BUT ACCESSING SCORE INFORMATION ON THE SRS WILL AUTOMATICALLY RESULT IN AN OFFICIAL TASP SCORE REPORT BEING SENT TO THE INSTITUTION FROM THE TESTING CONTRACTOR. IN ANY OTHER CASE WHERE**

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OFFICIAL SCORES ARE NOT AVAILABLE TO AN INSTITUTION, IT IS A STUDENT RESPONSIBILITY TO PROVIDE OFFICIAL SCORES. IN THOSE CASES, institutions should require students to sign an agreement upon registration indicating that they understand that official test scores must be provided to the institution by a specific date or the student will be withdrawn from school.

The primary purpose of the on-line access system is to give institutions enough information to allow students to enroll and to begin school even if they do not have official score reports. Legal and technical considerations prevent using the system in lieu of official score reports, which must come directly from **THE TESTING CONTRACTOR** to the institution.

INFORMATION REGARDING TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS) STATUS IS AVAILABLE VIA THE SRS. THE TESTING CONTRACTOR MAINTAINS A DATABASE OF STUDENTS WHOSE TAAS SCORES INDICATE THAT AN EXEMPTION FROM THE TASP TEST IS POSSIBLE. THIS INFORMATION IS NOT TO BE CONSIDERED OFFICIAL, AND WILL NOT RESULT IN THE GENERATION OF HARD COPY SCORE REPORTS AS TASP INQUIRIES DO. ONLY TAAS STATUS WILL BE GIVEN – NOT TAAS SCORES. OFFICIAL TAAS SCORES MUST STILL BE OBTAINED FROM THE HIGH SCHOOL DISTRICT TO VERIFY A STUDENT'S STATUS.

INSTITUTIONS SHOULD USE THE STUDENT RELEASE FORM, WHICH THE STUDENT MUST SIGN AND WHICH THE INSTITUTION MUST RETAIN FOR PRIVACY DOCUMENTATION. THIS FORM WILL a) AUTHORIZE THE SCHOOL TO OBTAIN THE STUDENT'S TASP SCORES, b) INFORM THE STUDENT THAT, UPON REQUEST, THE SCHOOL WILL PROVIDE THE STUDENT A COPY OF THE SCORES, AND c) INFORM THE STUDENT OF THE RIGHT TO CHALLENGE THE SCORES IF THE STUDENT BELIEVES THEY ARE NOT CORRECT. INSTITUTIONS MAY WANT TO INCLUDE LANGUAGE ON THEIR APPLICATION/REGISTRATION FORMS THAT, ONCE SIGNED BY THE STUDENT, WOULD GIVE THE INSTITUTION AUTHORITY TO ACCESS ON-LINE TASP SCORE STATUS.

SE[redacted]

Students may not enroll in any upper-division course completion of which would give the student 60 or more semester credit hours or the equivalent until their test results meet or exceed the minimum standards in all test scores. *(TEC 51.306[g])* Continued enrollment in lower-division, non-credit or pre-collegiate courses is allowed. **STUDENTS MAY RETAKE COURSES FOR WHICH CREDIT HAS ALREADY BEEN GRANTED (FOR NO ADDITIONAL CREDIT), AND MAY ALSO AUDIT COURSES.** *(SCP, 5.313 [a][6]&[10])*

Students may continue to take and accumulate lower-division courses past the 60-hour limit, but will be unable to graduate with a degree or eligible certificate until they have passed the TASP Test.

Institutions must monitor student progress to prevent violations of the 60-hour limit. For example, students approaching the 60-hour limit who have not passed all sections of the TASP Test must not be allowed to **ENROLL IN** upper-division hours that would carry them beyond 59 total semester credit hours.

SIZE OF [redacted] – see REMEDIATION

SOUTHERN [redacted] – see TASP-WAIVED CERTIFICATE PROGRAMS

SPECIAL [redacted]

Information about special testing accommodations for students with disabilities is available in the current *TASP Test Registration Bulletin*.

STANDARDS

The Coordinating Board shall prescribe minimum performance standards for the TASP Test instrument. Nevertheless, an institution may require higher performance standards. *(TEC 51.306[e])*

However, since the TASP Test cannot be used for admissions purposes, a student wishing to transfer to an institution that has a higher TASP standard cannot be denied admission on the basis of TASP scores. Ultimately, the transfer student would have to meet the higher standard at the new institution.

CURRENT TASP STANDARDS MAY BE FOUND IN COORDINATING BOARD RULES, CHAPTER 5, SUBCHAPTER P, WHICH IS AVAILABLE VIA THE INTERNET (http://info.thecb.texas.gov). A COPY OF SUBCHAPTER P CAN BE FOUND IN THE APPENDIX TO THIS MANUAL.

SU[redacted] – also see EXEMPTIONS; PRIVATE/OUT-OF-STATE INSTITUTIONS OF HIGHER EDUCATION; TRANSFER STUDENTS

STUDENTS PERMANENTLY ENROLLED AT PRIVATE OR OUT-OF-STATE INSTITUTIONS WHO TEMPORARILY ENROLL AT TEXAS PUBLIC INSTITUTIONS MAY BE EXEMPT FROM TASP REQUIREMENTS UNDER HOUSE BILL 114. FOR ALL OTHER SUMMER TRANSIENT AND/OR TRANSFER STUDENTS FROM TEXAS PUBLIC INSTITUTIONS, THE FOLLOWING APPLY:

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By law, a student failing **ONE OR MORE SECTIONS OF** the TASP Test must take remediation during every semester enrolled. Summer transient students **FROM OTHER TEXAS PUBLIC INSTITUTIONS** must be treated like any other students **WITH REGARD TO TASP.** It is **IMPOSSIBLE** for an institution to know if students will remain or depart at the end of the summer or any other term. Therefore, students must not be permitted to shirk remediation requirements during the summer.

INSTITUTIONS THAT CHOOSE TO VIEW ALL OFFERED SUMMER SESSIONS AS PARTS OF ONE ACADEMIC SUMMER TERM MUST REQUIRE STUDENTS TO REMEDIATE DURING ANY APPROPRIATE SUMMER SESSION(S) AS LONG AS THE AMOUNT AND QUALITY OF REMEDIATION TAKEN IS AT LEAST THE EQUIVALENT OF WHAT WOULD BE TAKEN DURING A REGULAR LONG TERM (E.G., FALL OR SPRING). HOWEVER, TO ENSURE THAT COLLEGIATE-LEVEL HOURS ARE NOT ACCUMULATED WITHOUT BENEFIT OF REQUIRED REMEDIAL WORK, INSTITUTIONS SHOULD HAVE AFFECTED STUDENTS SIGN A STATEMENT ACKNOWLEDGING THAT THE STUDENT HAS BEEN INFORMED THAT IF, AT THE END OF THE SUMMER, THE PROPER REMEDIATION HAS NOT BEEN COMPLETED FOR THAT TERM, COLLEGIATE COURSE CREDIT WILL BE DENIED.

It is the responsibility of the summer host institution to determine how many, if any, semester credit hours a student should be allowed to take, and if he or she should be enrolled in remediation. Each institution should actively inform students that documentation of TASP status must be provided to the college or university they are planning to attend for the summer.

Continuous remediation is required even during the summer term when many transfer/transient students pass through Texas public institutions. Although students must be in some sort of remedial activity during every term for which they are registered: (1) TASP rules do not limit students in remediation to remedial work only and these students are not required to take only course-based forms of remediation. This applies only to students failing the Certification Form of the TASP Test because the length of remediation depends on the individual institution when placement tests are involved. Institutions have flexibility where types of remediation and mixing developmental and college-level courses are concerned.

A student from a Texas public institution who is in need of remediation may attend a different Texas public institution during the summer, with no remediation taken (although required). Subsequently, the student may return to the first institution and petition that school to accept/transfer the hours earned during the summer even though they were earned in violation of the law. In that circumstance, there is a three-way responsibility for meeting TASP requirements. First, the student is responsible by law for taking needed TASP remediation while attending Texas public institutions. Second,

the receiving Texas public institution during the summer is obligated to check student TASP status and ensure that required remediation is offered and taken. Third, the "home" Texas public institution is obligated to provide TASP information and documentation to enable the summer institution to comply with the law. When discovered, violations must be brought to the attention of the remiss institution and the student. Hours accrued under such circumstances should not be accepted/transferred. The student must return to remediation until TASP requirements are met. After TASP requirements are met, the institution may follow its own policy in determining whether or not to accept/transfer the credit hours in question.

While both the summer institution and the student's home campus must track TASP status, the burden is on the receiving institution not to accept unauthorized credit obtained during a summer in which required remediation was not taken. The summer institution must certify that remediation took place.

Institutions should consider the following methods to reduce the number of problems associated with summer transient students:

1. TASP scores could be put on student transcripts. A complete score breakout (reading, math, writing) would help the receiving institution the most because specific scores are needed to place students into appropriate forms of remediation. If an institution chooses to indicate only pass or fail on the transcript, this may be used to permit a student to begin school, but more detailed official test scores will have to be obtained later.

2. TASP scores could be put on student grade reports. Grade reports are produced much more rapidly than transcripts and students are likely to have their grade reports available for summer registration. Institutions could advise and place students with some confidence via the information contained on the grade reports, to be substantiated later by official documentation. It would also be of great value to reflect total semester hours earned on the grade report.

3. Since a growing number of institutions have computer networking capability, electronic transmission of transcripts might also be considered as a solution. In addition, the Attorney General's Office has advised that Faxing official student records is permissible as long as two stipulations are met: 1) a student must give an institution written permission in the form of a signed request to gain access to his or her record, and 2) Faxed materials must be for official use only with access controlled so that such information is limited to those who need it. While some institutions were

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concerned that unless original signatures were used, the authorization would not be valid, legal counsel has advised that Faxed student signatures are suitable for the purposes described, and original signatures are not required.

4. Student scores may be checked via the unofficial on-line access system available at all Texas public institutions of higher education.

5. Official scores may be obtained from the testing contractor via the reports available to each institution up to four times annually without charge.

6. TASP TEST SCORES CANNOT BE COMMUNICATED THROUGH ANYTHING BUT OFFICIAL TRANSCRIPTS OR AN OFFICIAL SCORE REPORT SENT DIRECTLY FROM THE TESTING CONTRACTOR TO THE SCHOOL. NEVERTHELESS, OTHER OFFICIAL INFORMATION CAN BE CONVEYED VIA "CERTIFICATION LETTERS." IT IS ACCEPTABLE TO CONVEY TASP STATUS, EXEMPTION STATUS, REMEDIATION STATUS, AND SIMILAR MATERIALS VIA CERTIFICATION LETTERS.

A few TASP policies that are especially important during the summer are:

1. <u>All TASP policies apply in the summer.</u> Students still must be assessed, advised, placed, and withdrawn from classes when appropriate.

2. <u>Students must take the TASP Test prior to the end of the semester in which they complete nine hours of credit.</u> The TASP Test is normally offered at least twice during the summer. Students should also be advised that if they equal or exceed their TASP credit hour limit during the summer, they will be limited to **REMEDIAL COURSES, REPEATING COURSES FOR NO ADDITIONAL CREDIT OR AUDITING** courses **FOR NO CREDIT** in the fall.

3. <u>Although hours may be earned at different types of institutions, the law and TASP regulations only apply when a student enters a Texas public postsecondary institution.</u> For example, a private or out-of-state college student entering a Texas public institution for the first time **ON A PERMANENT BASIS** during the summer with 30 SCHs should be treated as a transfer student and allowed nine SCHs in which to take the TASP Test.

SUPPLEMENTAL TASP TEST ADMINISTRATIONS

When a need is perceived, the Coordinating Board, the Texas Education Agency, and the testing contractor may arrange for TASP Test administrations beyond those regularly scheduled in the *TASP Test Registration Bulletin*. The primary purpose of such test administrations is to provide students with every possible opportunity to meet the requirements of the law. Typical time frames for supplemental test administrations involve those weeks just prior to the two major academic terms and may result in August and January test offerings.

> Note: Supplemental TASP Test administrations are not scheduled in the *TASP Test Registration Bulletin*. Students and institutions are urged to make use of the six regularly scheduled test administrations each year and are cautioned not to depend upon supplemental test administrations to meet the requirements of the law.

Supplemental test administrations are offered at a limited number of locations throughout the state and cost the student more than regularly scheduled TASP Tests. Students should be urged to plan ahead and utilize the regularly scheduled tests to avoid the possibility of not being able to take the test, having to travel greater distances to a supplemental test site, or having to pay more to take the test.

Students who take supplemental TASP Tests are given a certificate verifying that they took the test. These certificates are given only at supplemental administrations since the time between these tests and the beginning of the next semester is so short.

> Note: Certificates of attendance from supplemental TASP Test administrations are designed to signify to institutions that a student has taken the TASP Test and may be used to allow students to start school on the condition that official TASP scores follow within a reasonable time. Institutions should ask students to sign statements attesting to the fact that the test was taken and warning them that official test scores must arrive in a reasonable time or they will be withdrawn from school. The statement should also include an understanding that if any sections of the test are failed, some courses may be dropped and others (remedial) added as a result. **INSTITUTIONS ARE RESPONSIBLE FOR INSURING THAT STUDENTS NEEDING REMEDIATION DUE TO SUPPLEMENTAL TASP TESTS ARE PLACED INTO APPROPRIATE REMEDIATION AS SOON AS POSSIBLE IN THE SEMESTER IMMEDIATELY FOLLOWING THE SUPPLEMENTAL TEST.**

TAAS TEST -- see HIGH SCHOOL STUDENTS

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TASP-EXEMPT CERTIFICATE PROGRAMS -- see EXEMPTIONS; TASP-WAIVED CERTIFICATE PROGRAMS

TASP INFORMATION

An institution of higher education shall provide to each student who is accepted by the institution for admission under TEC 51.306(b), information in the institution's catalog relating to the testing and remedial requirements of the section and of the rules adopted by the Texas Higher Education Coordinating Board. *(TEC 51.306 [p])*

TASP POLICY MANUAL

The *TASP Policy Manual* provides detailed information about interpretation of the law and Subchapter P of Coordinating Board rules. Policies relating to these rules must be followed as they are described and further extended in the *TASP Policy Manual*. *(SCP, 5.314 [f])*

TASP SCORES FOR UNDERGRADUATE DEGREE -- see SUMMER TRANSIENT STUDENTS

TEST FEE -- see COST OF THE TEST

TASP-WAIVED CERTIFICATE PROGRAMS -- also see CERTIFICATE PROGRAMS

DEFINED

ALL TASP REQUIREMENTS APPLY TO STUDENTS ENROLLED IN certificate programs **OF 43 - 59 SEMESTER CREDIT HOURS OR THE EQUIVALENT (LEVEL-TWO CERTIFICATES) THAT CONTAIN NINE OR MORE HOURS OF BASIC CORE GENERAL EDUCATION COURSES AS DEFINED BY THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS (SACS). STUDENTS ENROLLED IN LEVEL-TWO CERTIFICATE PROGRAMS THAT CONTAIN EIGHT OR FEWER HOURS OF GENERAL EDUCATION MAY BE TASP-WAIVED.**

NOTE: CERTIFICATE PROGRAMS OF ONE YEAR OR LESS WHICH CONTAIN IN EXCESS OF 42 SEMESTER CREDIT HOURS OR THE EQUIVALENT THAT REQUIRE EXTERNAL ACCREDITATION AND LICENSING EXAMINATIONS (E.G. LICENSED VOCATIONAL NURSING, LVN) MAY BE APPROVED BY THE COORDINATING BOARD STAFF (COMMUNITY AND TECHNICAL COLLEGES DIVISION) AS LEVEL-ONE CERTIFICATES.

NOTE: LEVEL-TWO CERTIFICATE PROGRAMS CONTAINING EIGHT OR FEWER GENERAL EDUCATION HOURS MAY BE CONSIDERED TASP-WAIVED UNTIL JANUARY 1, 1997. AT THAT TIME, ALL

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LEVEL-TWO CERTIFICATE PROGRAMS WILL BECOME TASP-LIABLE REGARDLESS OF THE NUMBER OF GENERAL EDUCATION HOURS CONTAINED THEREIN.

GENERAL EDUCATION HOURS

SACS' publication *Criteria For Accreditation* states "Undergraduate degree programs must contain a basic core of general education courses. The core must include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. The institution must demonstrate that its graduates are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers." General education courses are not narrowly focused on those skills, techniques, and procedures peculiar to a particular occupation or profession, but cut across disciplinary lines and contribute to the overall education of the person (e.g., English, history, biology, algebra, etc.). Specialized courses such as business math, business English, nursing techniques, and technical writing are not considered general education courses.

WAIVED STATUS

STUDENT waivers apply only while a student is in a qualified certificate program **AS DEFINED ABOVE.** Students who begin college by enrolling in a waived program will not have to meet TASP requirements if they remain within the curriculum specified for that certificate. These students will **NORMALLY** be limited to only the curriculum for the specific certificate they have selected; **HOWEVER, VOCATIONAL/TECHNICAL COURSES APPROVED IN ADVANCE BY THE INSTITUTION MAY BE SUBSTITUTED AS REQUIRED. STUDENTS IN SUCH PROGRAMS CANNOT ACCUMULATE NINE OR MORE GENERAL EDUCATION HOURS OUTSIDE THE SPECIFIED CURRICULUM WITHOUT BECOMING LIABLE FOR ALL TASP REQUIREMENTS. STUDENTS WHO PERSIST IN TAKING GENERAL EDUCATION HOURS OUTSIDE OF THE PROGRAM CURRICULUM MUST TAKE THE TASP TEST PRIOR TO THE COMPLETION OF THE NINTH HOUR OR BE BARRED FROM SUBSEQUENT ENROLLMENT UNTIL THE TEST IS TAKEN.**

NOTE: IT IS THE INSTITUTION'S RESPONSIBILITY TO ENSURE THAT STUDENTS ARE NOT PERMITTED TO TAKE INAPPROPRIATE VOCATIONAL/TECHNICAL COURSES OR GENERAL EDUCATION COURSES OUTSIDE OF THOSE INCLUDED IN THE WAIVED CERTIFICATE CURRICULUM.

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If a student **IN A WAIVED PROGRAM** is required to take the TASP Test, he or she does not have to pass the test to continue in and complete the waived certificate program. However, in this situation the student must enroll in and participate in continuous remediation as long as he/she continues in school or until the test is passed.

TASP-EXEMPT OR TASP-WAIVED?

"TASP-waived certificate" is **THE CORRECT** term. Some institutions have **USED** "TASP-EXEMPT" on transcripts when a student enrolled in or completed a **TASP-WAIVED** certificate program; the use of the term "TASP-EXEMPT" here is misleading since it implies that the student is forever exempt from TASP requirements. Students in waived certificate programs merely have TASP requirements waived while they are in those programs. This does not mean that they will never be required to take the TASP Test, enter remediation, or meet other TASP requirements. When and if students in waived programs go beyond such programs, all TASP requirements must be met. Institutions should use the "TASP-WAIVED" term in these circumstances and not the "TASP-EXEMPT" term.

MOVING FROM PROGRAM TO PROGRAM

ACADEMIC TO WAIVED CERTIFICATE: Students who become TASP-delinquent **IN THEIR** academic **PROGRAM AND** wish to switch to a TASP-waived certificate program may be permitted to do so with the understanding that they may take only those courses specified in the waived program curriculum **(WITH SOME APPROVED VOCATIONAL/TECHNICAL SUBSTITUTES)** and may not **ACCUMULATE NINE OR MORE GENERAL EDUCATION HOURS OUTSIDE OF THE CURRICULUM WITHOUT HAVING TAKEN** the TASP Test.

WAIVED CERTIFICATE TO WAIVED CERTIFICATE: Students who wish to switch from one waived program to another may do so as long as they stay within the course work specified for the declared program. Students may be concurrently enrolled in more than one waived program at a time if they declare that intention to the institution and stay within the curricula of the programs selected.

WAIVED CERTIFICATE TO ACADEMIC: If a student in a waived program has accumulated a number of hours but has not completed the program and wants to switch to a non-waived program (either certificate or associate's degree), he or she must declare the intention to do so in advance. Subsequent to the declaration, these students must take the TASP Test prior to the accumulation of nine SCHs hours **BEYOND THE WAIVED CURRICULUM**.

If a student who has already completed a waived certificate program wants to go on to other academic programs (i.e., a non-waived certificate or an associate's degree) or simply wants to take more hours of academic work, he or she must take the TASP Test before nine SCHs are accumulated beyond the waived curriculum. Collegiate-level hours that were included in the TASP-waived curriculum (whether general education or not) need not be included in this nine hours. However, any college-level hours earned prior to declaring for the TASP-waived certificate will count toward the nine-hour limit.

TELEPHONE ACCESS TO TASP SCORES – see SCORE RETRIEVAL SYSTEM

TEST ADMINISTRATION

All institutions shall use TASP Test instruments and testing procedures prescribed by the Board. The same instruments shall be used at all public institutions of higher education. *(SCP, 5.314 [a])*

Once a student has passed any section of the Certification Form of the examination, his or her score shall remain active. *(SCP, 5.314 [c])*

TEST CENTER VISITS

As a routine part of TASP testing, staff members from the Coordinating Board, the Texas Education Agency, and the testing contractor may make unannounced visits to testing centers on TASP Test administration days. These visits will allow the state to insure that all testing conditions are being met in a consistent and appropriate manner.

TEST INSTRUMENT

The institution shall use a test instrument prescribed by the board. The same instrument shall be used at all public institutions of higher education *(TEC 51.306[b])*. The test instrument adopted by the board must be of a diagnostic nature and be designed to provide a comparison of the skill level of the individual student with the skill level necessary for a student to perform effectively in an undergraduate degree program. In developing the test, the board shall consider the recommendations of faculty from various institutions of higher education. *(TEC 51.306[c])*

TESTING IRREGULARITIES

A TESTING IRREGULARITY IS ANY OCCURRENCE IN THE COURSE OF ADMINISTERING THE TASP TEST OR DETECTED AFTER ADMINISTRATION OF THE TEST THAT VIOLATES THE RULES OF TEST PARTICIPATION, THE STANDARDS OF TEST SECURITY AND/OR ACADEMIC HONESTY. TEST SCORES WILL BE VOIDED AND THE STUDENT'S INSTITUTION MAY BE

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NOTIFIED IN THE EVENT THAT A STUDENT IS FOUND TO HAVE COMMITTED A TESTING IRREGULARITY. The Attorney General's Office has advised that **ACADEMIC** dishonesty is reason enough to drop the student from classes, withhold grades/transcripts, or take other appropriate actions providing that whatever is done is fair and equitable **AND THAT THE STUDENT IS ALLOWED DUE PROCESS OF LAW.**

WHEN STUDENTS REGISTER FOR THE TEST, THEY FILL OUT AND SIGN A REGISTRATION FORM WHEREON THEY AGREE TO CONDITIONS SET FORTH IN THE *TASP TEST REGISTRATION BULLETIN*, INCLUDING THE RULES OF TEST PARTICIPATION. THEREFORE, BY REGISTERING FOR THE TASP TEST, THE STUDENT AGREES TO COMPLY WITH ALL RULES AND REQUIREMENTS EVEN IF THE STUDENT DOES NOT SIGN THE REGISTRATION FORM.

When a student is suspected of **A TESTING IRREGULARITY** on the TASP Test, the state, the test center director, and the testing contractor will investigate. The test scores of the student will be withheld while the investigation is under way. Therefore, institutions may be faced with a student attempting to register for a subsequent semester without TASP Test scores. **THESE STUDENTS MAY BE PERMITTED TO ENROLL WITHOUT PARTICIPATING IN REMEDIAL WORK UNLESS REMEDIATION IS REQUIRED DUE TO PREVIOUS TEST RESULTS. IF** the student is at the 59-hour or certificate/degree point, awarding a degree/certificate or access to upper-division course work that would take the student beyond 59 hours must be denied until the investigation is complete and appropriate action taken. If a student is found to have **COMMITTED A TESTING IRREGULARITY**, test scores will be voided and the institution the student attends **MAY** be notified. The institution **MAY** follow its normal **DISCIPLINARY** procedures **IF THE STUDENT IS FOUND TO HAVE BEEN ACADEMICALLY DISHONEST**. Students who **COMMIT** testing irregularities and have their scores canceled (voided) by the state will be considered to have "taken" the test and will be liable for remediation in all three test areas **UNLESS THEY HAVE PREVIOUSLY PASSED SOME SECTIONS.**

TESTING IRREGULARITY PROCEDURES

A STUDENT WHOSE TEST SCORES HAVE BEEN WITHHELD SHALL BE PROMPTLY NOTIFIED IN WRITING THAT HE OR SHE IS SUSPECTED OF COMMITTING A TESTING IRREGULARITY. THE STUDENT SHALL ALSO BE INFORMED OF THE OPTIONS AVAILABLE AS A RESULT OF THE SCORES BEING WITHHELD. THE STUDENT SHALL NOTIFY THE COORDINATING BOARD IN WRITING WITHIN THE TIME LIMITS SET OUT IN THE NOTICE LETTER OF WHICH OPTION HE OR SHE WISHES TO EXERCISE. A STUDENT SHALL BE ENTITLED TO KNOW THE REASONS WHY HIS OR HER SCORES WERE WITHHELD.

THE FOLLOWING OPTIONS ARE AVAILABLE TO ANY STUDENT WHOSE TASP TEST SCORES HAVE BEEN WITHHELD:

(A) THE STUDENT MAY TAKE NO ACTION WITHIN THE TIME LIMITS SET OUT IN THE NOTICE LETTER, IN WHICH CASE HIS OR HER SCORE ON THE TASP EXAMINATION WILL BE AUTOMATICALLY CANCELED. THE STUDENT WILL BE NOTIFIED IN WRITING OF THE CANCELLATION OF THE SCORES;

(B) THE STUDENT MAY HAVE HIS OR HER SCORE ON THE TASP EXAMINATION VOIDED AND MAY REGISTER FOR A SUBSEQUENT TEST ADMINISTRATION WITH NO COST OR PENALTY;

(C) THE STUDENT MAY HAVE AN INFORMAL HEARING BEFORE THE COORDINATING BOARD OR ITS DESIGNEE; OR

(D) THE STUDENT MAY HAVE A FORMAL HEARING CONDUCTED PURSUANT TO THE TEXAS ADMINISTRATIVE PROCEDURE ACT, TEXAS GOVERNMENT CODE, CHAPTER 2001.

A STUDENT MAY BE ALLOWED TO PROVIDE ADDITIONAL INFORMATION PERTAINING TO THE ALLEGED IRREGULARITY TO THE COORDINATING BOARD STAFF. AFTER REVIEWING ANY RELEVANT INFORMATION SUBMITTED BY THE STUDENT AND/OR RECEIVED FROM OTHER SOURCES, COORDINATING BOARD STAFF MAY CHOOSE TO RELEASE THE TEST SCORES.

IF A STUDENT REQUESTS AN INFORMAL HEARING, THE HEARING SHALL BE SCHEDULED WITHIN A REASONABLE TIME AFTER RECEIVING THE REQUEST, AND THE STUDENT SHALL BE PROVIDED WITH REASONABLE NOTICE OF THE HEARING. THE HEARING SHALL BE CONDUCTED BEFORE THE COORDINATING BOARD OR ITS DESIGNEE. A STUDENT MAY REPRESENT HIMSELF OR HERSELF OR MAY BE REPRESENTED BY A LICENSED ATTORNEY.

EACH PARTY AND WITNESS SHALL BE SWORN IN AT THE BEGINNING OF THE INFORMAL HEARING. THE STUDENT AND COORDINATING BOARD STAFF SHALL PRESENT EVIDENCE RELATING TO THE ALLEGED TESTING IRREGULARITY. FOLLOWING PRESENTATION OF THE EVIDENCE, THE HEARING OFFICER SHALL ISSUE A DECISION IN WRITING WITHIN 10 WORKING DAYS OF THE HEARING DATE. A FINDING OR DETERMINATION THAT A STUDENT HAS COMMITTED A TESTING IRREGULARITY DURING ADMINISTRATION OF THE TASP EXAMINATION WILL RESULT IN CANCELLATION OF THE STUDENT'S TEST SCORES.

ALL FORMAL HEARINGS SHALL BE CONDUCTED BEFORE AN ADMINISTRATIVE LAW JUDGE AT THE STATE OFFICE OF ADMINISTRATIVE HEARINGS (SOAH) PURSUANT TO THE TEXAS ADMINISTRATIVE PROCEDURE ACT. THE COORDINATING BOARD SHALL FILE A REQUEST FOR SETTING OF HEARING WITH SOAH WITHIN A REASONABLE TIME FOLLOWING RECEIPT OF THE STUDENT'S REQUEST FOR A FORMAL HEARING. A STUDENT MAY REPRESENT HIMSELF OR HERSELF OR MAY BE REPRESENTED BY A LICENSED ATTORNEY. A FINDING OR DETERMINATION THAT THE STUDENT HAS COMMITTED A TESTING IRREGULARITY SHALL RESULT IN CANCELLATION OF THE STUDENT'S TEST SCORES.

WHILE A TESTING IRREGULARITY IS BEING INVESTIGATED BY COORDINATING BOARD STAFF AND/OR A FORMAL OR INFORMAL HEARING IS PENDING, THE STUDENT WILL BE ALLOWED TO REGISTER AND ENROLL FOR COLLEGE-LEVEL COURSE WORK AND DOES NOT NEED TO ENROLL IN ANY ADDITIONAL REMEDIATION RESULTING FROM THE TASP ADMINISTRATION UNDER INVESTIGATION.

A STUDENT MAY NOT RECEIVE A DEGREE OR CERTIFICATE OR BE ALLOWED TO ENROLL IN UPPER-DIVISION WORK THAT WOULD CAUSE THE STUDENT TO EXCEED 59 SEMESTER CREDIT HOURS OR THE EQUIVALENT WHILE THE INVESTIGATION AND/OR ANY SUBSEQUENT HEARING IS PENDING.

[redacted] – also see PRIVATE/OUT-OF-STATE INSTITUTIONS; SUMMER TRANSIENT STUDENTS

All students in the following categories who enter public institutions of higher education in the fall of 1989 and thereafter must be tested for reading, writing, and mathematics skills:

(1) all full-time and part-time freshmen enrolled in a certificate or degree program;

(2) any other student, including transfers from private or out-of-state institutions, prior to the accumulation of nine or more semester credit hours or the equivalent in a Texas public institution of higher education. *(SCP,5.313 [a][1]; also see TEC 51.306[b])*

The policies below **APPLY TO** students coming from private or out-of-state institutions **TO ENTER TEXAS PUBLIC INSTITUTIONS ON A PERMANENT BASIS:**

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- Students who come to Texas public institutions with fewer than nine SCHs from private or out-of-state institutions and no previous hours from Texas public institutions may be treated as entering freshmen and must take the official TASP Test during the semester in which the ninth hour at a Texas institution is earned. When incoming students from out-of-state or private institutions have earned more than nine SCHs, but less the 60 SCHs, such students may be declared transfer students and given nine SCHs at Texas public institutions prior to taking the test.

- Students with less than nine hours at a Texas public institution who go to out-of-state or private institutions and then return to a Texas public institution **ON A PERMANENT BASIS** may be allowed the remaining balance of the nine SCHs before having to take the test. Students who have become TASP delinquent (equaled or exceeded the nine hour limit at a Texas public institution) prior to going to a private or out-of-state institution, **WHO THEN RETURN TO A TEXAS PUBLIC INSTITUTION ON A PERMANENT BASIS**, must not be allowed to register for anything other than remedial, pre-collegiate or non-credit **(REPEAT OR AUDIT COURSES)** hours at Texas public institutions regardless of how many hours they have accumulated at out-of-state or private institutions until they take the TASP Test. In this case, students having a total of 60 or more SCHs must not only take the test, but must pass it before taking any subsequent upper-division work **OR BEING ALLOWED TO GRADUATE** and must participate in continuous remediation if any portions of the test are failed. Those students with 59 or fewer SCHs must remediate continuously if they do not pass all portions of the test.

- Out-of-state or private school students with no previous Texas public hours who have 60 or more SCHs and who come to a Texas public institution **ON A PERMANENT BASIS** may be allowed up to nine SCHs of any type including upper-division hours before they must take the official TASP Test. Such students must take and pass the test prior to the end of the term in which they accumulate nine or more Texas public hours or they will subsequently be limited to lower-division, remedial, or non-credit **(REPEAT OR AUDIT)** courses. It is recommended that institutions have these students sign a statement when they first register at a Texas public institution indicating that they know about the requirement and the impact that noncompliance will have on them.

Institutions have several options when it comes to allowing students to start school without official TASP Test scores. In all of these options, the institution must follow up by obtaining official test scores, as defined in this manual. Also, since some of these options are dependent upon student-supplied information, students can have credits withheld if they deceive an institution about their TASP status.

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There may be situations where not enough time has elapsed since taking the test for official score reports to be generated. This is most likely to occur in the summer when turnaround time between test administrations and registration on many campuses is short. Once a student takes the test, the state requirement has been met and students either pass or are placed into remedial activities even if they have not taken all test sections. However, until official score reports are received from the testing company, the institution has no direct indication that a student has taken the test and may prevent students from registering for the next term.

For transfer students who arrive at registration without copies of their transcripts or score reports, the institution may have students sign a statement declaring the number of credit hours they possess and their TASP status. The document should include a clear description of any institutional penalties/actions that will apply in the case of student dishonesty. This signed document would become part of the student's institutional record for later reference and use. Alternative approaches would include checking the unofficial status of a student via the TASP on-line access system, reviewing TASP score reports sent to students, and reviewing student grade reports which may include TASP scores. Students could then register on the basis of these unofficial sources until official test scores can be obtained. It is a student responsibility to insure that the institution is provided with official scores. If scores are not provided within a specified time period, or if the student is found to have misrepresented him or herself, the student may be withdrawn from all classes.

UPPER-DIVISION COURSES -- also see SIXTY-SEMESTER-HOUR LIMIT

An upper-division course is any degree credit course beyond the sophomore level, as defined by a four-year senior university, and any degree credit course offered by an upper-level institution. *(SCP, 5.312)*

UPPER-DIVISION PROGRAMS

Because upper-level schools can use the TASP Test as a prerequisite for admission, four-year schools with upper-division programs with separate admissions criteria may also require TASP passage for admission to those programs. Texas Education Code 51.306(d) states that "An institution may not use performance on the [TASP] test as a condition of admission into the institution." TASP scores cannot, then, be used to deny a student fair access to higher education, but institutions may use passage of TASP as a screening requirement for specialized, selective upper-division programs. In the case of transfer students from private or out-of-state institutions, Texas public institutions must be clear in telling qualified students that they have been admitted to the school *per se*, but will not be admitted to the specific upper-division program until they pass the TASP Test. This procedure should prevent concerns about a double standard and avoid later misunderstandings on the part of incoming students.

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UPPER-LEVEL/UPPER-DIVISION INSTITUTIONS

An institution which by law may not offer lower-division courses may use performance on the Certification Form of the examination as a condition of admission. *(SCP, 5.313 [7])*

A health science center may use performance on the Certification Form of the examination as a condition of admission only to upper-level programs. *(SCP, 5.313 [8])*

An upper-level institution or health science center that admits a student who has not passed the "Certification Form" of the examination is responsible for providing remedial instruction on campus either through the provision of non-credit remedial programs or by contracting with another institution as provided in Subchapter P. *(SCP, 5.317 [f])*

Some upper-level institutions or health science centers admit non-degree-seeking students with as few as 45 SCHs (i.e., continuing education for paramedics). These students are not in established programs at these institutions, but simply want or need to take upper-division courses. In these cases the term "upper-level programs" in SCP, 5.313 [8] can be interpreted to mean "courses" and the upper-level institution can continue to use the official TASP Test as a condition of admission.

V[redacted]

The majority of the Veterans Administration (V.A.) education plans allow for the funding of remedial courses. Most students who take remediation should qualify for all entitled benefits. However, provisions of a number of educational plans available through the V.A. can change periodically. Due to the variety of plans available to veterans, students should be advised to check with the local V.A. benefits officer on campus for information regarding current benefits and any remediation requirements. (Institutions may wish to contact the regional V.A. Headquarters in Waco at 817-757-6784 for clarification of current V.A. regulations and how they relate to TASP requirements.)

WHAT [redacted]

Both state law and Coordinating Board policy specify that a student must take the TASP Test prior to the accumulation of nine or more college-level semester credit hours or the equivalent.

Because students are encouraged to take the TASP Test early so that any necessary remediation can begin, it is important to define clearly what is meant by "taking" the test. Students may take only one or two sections of the test at one sitting

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and defer the other one or two sections until another test administration (students must, however, pay the test fee for each test administration). Once a student fills out the test answer sheet and provides identifying information thereon, that student will be considered to have "taken" the test. This will be true even if the student does not attempt some sections of the test (e.g., takes only the reading section and doesn't attempt writing or mathematics) or subsequently cancels scores for any or all test sections. **CANCELLATION OF TEST SCORES WILL OCCUR IF STUDENTS FAIL TO SIGN THE ANSWER DOCUMENT.**

The TASP Test was designed so that most students could complete all three sections in about four hours (five hours are available). Allowing students to defer portions of the test and devote more time to specific sections at one sitting is a privilege granted to students. If students exercise that privilege, they must realize that they are still liable for test fees on subsequent administrations and will be considered to have "taken" the test on the first sitting, even if they did not attempt whole sections. Therefore, a student will be held responsible for remediating in areas of the test that have not been passed even if they have not been attempted. Both institutions and students must clearly understand this policy.

Students who become involved in testing irregularities and have their test scores canceled (voided) by the state will be considered to have "taken" the test and will be liable for remediation in all three test areas unless they have previously passed portions of the TASP Test.

WHO MUST BE TESTED

All students in the following categories who enter public institutions of higher education in the fall of 1989 and thereafter, other than those exempted, must be tested for reading, writing, and mathematics skills:

(1) all full-time and part-time freshmen enrolled in a certificate or degree program,

(2) any other student, including transfers from private or out-of-state institutions, prior to the accumulation of nine or more semester credit hours or the equivalent in a Texas public institution of higher education. *(SCP, 5.313[a][1]; also see TEC 51.306[b])*

Pre-collegiate or non-credit courses may not be counted toward the accumulation of the semester credit hours referred to above. *(SCP, 5.313 [3])*

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No student may graduate from a certificate program with nine or more hours of general education within it, an associate degree program, or a baccalaureate degree program without having passed all sections of the Certification Form of the examination, unless the student is exempted. *(SCP, 5.313 [4])*

Students in certificate programs **OF 43 - 59 SEMESTER CREDIT HOURS OR THE EQUIVALENT THAT CONTAIN** fewer than nine hours of general education **MAY** have the test waived unless and until they become eligible under other policy provisions.

The law was never intended to make students take the TASP Test prior to being admitted or enrolled. There is a great deal of difference between allowing or encouraging students to take the test **PRIOR TO ENROLLMENT IN COLLEGE** and requiring them to. Therefore, students may be encouraged to take the test prior to coming to college, but they cannot be required to do so.

The law uses the number of accumulated semester hours as the criterion for TASP requirements (i.e., nine and 60). Students who receive grades of "F" (failure) or "I" (incomplete) have technically not "accumulated" the semester hours in question for TASP purposes. Some institutions, however, want to include such attempted hours in the number of total semester hours students have accumulated for TASP purposes. While counting these hours is more restrictive than state policy, institutions may do so if all of their students are treated equitably.

[redacted] **– see REMEDIATION**

WORK EXPERIENCES – see NONTRADITIONAL EDUCATIONAL EXPERIENCES

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APPENDIX

CHAPTER 5
OCTOBER, 1995

SUBCHAPTER P. TESTING AND REMEDIATION

Section

5.311. Purpose.
5.312. Definitions.
5.313. Eligibility and Exemptions.
5.314. Administration.
5.315. Alternative Assessment.
5.316. Standards.
5.317. Remediation and Advisement.
5.318. Institutional Reporting.

5.311. Purpose.

In accordance with Texas Education Code 51.306, this subchapter is intended to delineate policies relating to the Texas Academic Skills Program (TASP) and the treatment of students in public institutions of higher education who do not pass one or more sections of the TASP examination.

5.312. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

Blind student and Deaf student – For the purpose of this subchapter "blind student" and "deaf student" mean students who are blind or deaf persons as defined by Section 54.205(a) of the Texas Education Code.

Certificate programs subject to the requirements of TASP – Certificate programs of 43 to 59 semester credit hours or the equivalent which contain nine or more semester credit hours or the equivalent of basic core general education courses as defined by the Southern Association of Colleges and Schools.

Certification form of the TASP examination – A version that shall be uniformly administered statewide on days prescribed by the Board and shall be scored by the testing contractor.

Exceptional case – A student who possesses the requisite skill knowledge but is unable to demonstrate mastery on the TASP examination; fails at least one part of the Texas Academic Skills Program Test battery; performs satisfactorily (as shown by a grade of C or higher) in pertinent college-level course work that can be counted toward

the student's degree or certificate, if any; performs satisfactorily in pertinent remedial/developmental programs (as certified by one or more remedial/developmental educators); attempts and completes the failed part of the test battery at least two more times without receiving a passing score (if the student has a diagnosed disability that can be verified, the student must have requested and tested under accommodations appropriate for that disability in all three attempts); and applies to the student's institution for permission to be assessed as an exceptional case and receives such permission.

Extension requests -- Requests to extend TASP compliance deadlines for students who have not taken the test due to circumstances beyond their control.

Freshman -- A matriculated student who has accumulated fewer than thirty college-level semester credit hours or the equivalent.

Passing standard -- Statewide testing standard all public postsecondary students, unless exempt, must meet or exceed on the Texas Academic Skills Program certification test form to leave state mandated remediation or to progress to upper division course work or to graduate from a Texas public postsecondary institution.

Pre-TASP Test or campus form of the TASP examination -- A version that may be administered and scored by qualified campus personnel on a schedule determined by the institution. The pre-TASP Test may not be used to satisfy the requirements of 5.313 (4) or (6).

Testing irregularity -- Any occurrence in the course of administering the TASP Test or detected after administration of the test that violates rules of test participation, standards of test security and/or academic honesty.

Upper division course -- Any degree credit course beyond the sophomore level as defined by a four year senior university, and any degree credit course offered by an upper level institution (for the purposes of this section).

5.313. Eligibility and Exemptions.

(a) Eligibility.

(1) All students in the following categories who enter public institutions of higher education in the fall of 1989 or thereafter must be tested for reading, writing and mathematics skills:

(A) All full-time and part-time freshmen enrolled in a college-level certificate program or degree program; and

(B) Any other student, including transfers from private or out-of-state institutions, prior to the accumulation of nine or more college-level semester credit hours or the equivalent in a Texas public institution of higher education.

(2) High school students may take the examination prior to graduation only if they have previously passed all sections of the exit level TAAS test, and have been admitted to, or are currently enrolled in, an institution of higher education.

(3) Pre-collegiate or non-credit courses may not be counted toward the accumulation of the semester credit hours referred to in (1) (B) of this section.

(4) No student may graduate from a certificate program defined in section 5.312 of this title (relating to Definitions), an associate degree program, or a baccalaureate degree program without having passed all sections of the certification form of the examination, unless the student is exempted under subsection (b) of this section.

(5) Students in certificate programs other than those defined in section 5.312 of this title (relating to Definitions), are exempted from the requirement of taking the examination unless and until they become eligible under the provisions of subsection (a) of this section.

(6) A student may not enroll in any upper division course completion of which would give the student 60 or more college-level semester credit hours or the equivalent until the student's examination results meet or exceed the minimum standards in all test sections (reading, writing and math). The student may continue to enroll in lower division, non-credit or pre-collegiate courses only.

(7) An institution which by law may not offer lower division courses may use performance on the certification form of the examination as a condition of admission.

(8) A health science center may use performance on the certification form of the examination as a condition of admission only to upper level programs.

(9) All students who enter a Texas public institution of higher education for the first time in fall 1989 or thereafter, other than those exempted by this subchapter,

must take the certification form of the examination prior to the end of the semester in which they accumulate nine or more college-level semester credit hours. This also applies to high school students who accumulate college-level hours.

(10) If any student under subsection (9) of this section fails to take the certification form of the TASP Test during the designated semester, the student will not be permitted to re-enroll or to enroll in any other Texas public higher education institution in any courses other than non-credit remedial, developmental, or pre-collegiate courses until he or she has taken the examination. Students may retake courses for which credit has already been granted (for no additional credit), and may also audit courses.

(11) Effective September 1, 1995, blind students will take the TASP Test with appropriate accommodations and deaf students will take the Stanford Achievement Test nationally normed on the hearing impaired population by Gallaudet University. Effective fall 1995 and until amended by the Board, minimum standards on the Stanford Achievement Test to be used in lieu of the TASP Test are:

(A) Reading Comprehension - 652;

(B) Mathematics Total - 682;

(C) Language Total - 662; and

(D) Study Skills - 663.

(12) The governing board of a junior college district may contract with the governing board of an independent school district in the junior college district's service area for the junior college to provide remedial programs for students enrolled in secondary schools in the independent school district in preparation for graduation from secondary school and entrance into college. Students in remediation under such authorized agreements are not to be permitted to concurrently take collegiate-level work.

(b) Exemptions

(1) Any student with at least three college-level semester credit hours or the equivalent from an accredited institution accumulated prior to the fall of 1989 shall not be required to take the examination. Such credit hours must be certified as college-level by the granting institution and need not be applicable toward a degree or

certificate. In addition, students who perform at or above a level set by the Coordinating Board on the American College Test (ACT), Scholastic Assessment Test (SAT) or Texas Assessment of Academic Skills (TAAS), which will exempt 15 percent of eligible students, shall be exempt from the Texas Academic Skills Program (TASP). This exemption will be in effect for five years from the date the ACT or SAT was taken and for three years from the date the TAAS Test was taken. While tests may be retaken, ACT, SAT or TAAS scores meeting or exceeding the standard set by the Board must be achieved on a single test administration. Effective fall 1995 and until amended by the Board, standards for exemption from the TASP are:

(A) ACT: composite score of 26 with a minimum of 22 on both the English and the mathematics tests; or

(B) SAT: combined verbal and mathematics score of 1180 with a minimum of 550 on both the verbal and the mathematics tests (recentered scale for tests taken April 1995 and thereafter); or

(C) SAT: for tests taken prior to April 1995, a combined verbal and mathematics score of 1090, with a minimum of 470 on the verbal test and 530 on the mathematics test; or

(D) TAAS: a minimum scale score of 1780 on the reading, mathematics and writing tests, or, for tests taken spring 1994 and thereafter a Texas Learning Index (TLI) of 86 on the mathematics test and 89 on the reading test.

(2) Students with three or more semester credit hours or the equivalent awarded prior to fall semester, 1989, are exempt from the Texas Academic Skills Program (TASP) regardless of any election of academic fresh start (Texas Education Code [TEC] 51.929).

(3) An institution may exempt a non-degree-seeking or non-certificate-seeking student who will be 55 years of age or older on the first class day of a term or semester from the testing requirements imposed by this section as a condition for enrollment during that term or semester in a course.

(4) Students who enroll on a temporary basis in an institution of higher education, and are also enrolled in a private or independent institution of higher education or an out-of-state institution of higher education or have graduated from an

institution of higher education, a private or independent institution of higher education, or an out-of-state institution of higher education may be exempt from the requirements of TEC 51.306.

(5) TASP requirements do not apply to students enrolled in certificate programs of one year or less.

(6) A student who has been diagnosed as having dyslexia or a related disorder, as those terms are defined by TEC 21.924(a), by a qualified professional whose license or credentials are appropriate to diagnose the disorder as determined by the board and who completes the remedial program prescribed by the institution may be required to retake the test once but may not be referred to an additional remedial course or other remedial program or precluded from enrolling in an upper-division course because of the student's performance on the test.

5.314. Administration.

(a) All institutions shall use TASP test instruments and testing procedures prescribed by the Board. The same instruments shall be used at all public institutions of higher education.

(b) The test instruments shall be diagnostic in nature and be designed to provide a comparison of the skill level of the individual student with the skill level necessary for a student to perform effectively in an undergraduate degree or certificate program. The content of the test instruments, as defined and reviewed by Texas higher education faculty and approved by the Coordinating Board, fulfills the statutory requirements of TEC 51.306.

(1) For the purposes of this provision it is the intent of the Board that the diagnostic feature of the TASP assures that for each of the three examination sections – reading, writing and mathematics – the student score report will provide an indication of student performance on both the examination and on the specific skills or groups of skills assessed by the examination. This information will help to identify areas of student academic strength and weakness, and thereby will facilitate student remediation and preparation for retaking any section not passed.

(2) Also, even in cases where a student has demonstrated minimum skill proficiency, the diagnostic score report may help the student to identify skills where further improvement may be needed in order to increase the likelihood of benefiting from collegiate instruction.

(c) Once a student has passed any section of the certification form of the examination, his or her score shall remain active.

(d) A public institution of higher education serving as a testing site may not charge students for site costs.

(e) An institution may not charge a student more than $4.00 for the administration and scoring of the campus form of the examination.

(f) Policies relating to these rules must be followed as they are described and further extended in the TASP Policy Manual.

(g) Each institution of higher education shall provide to each student, accepted for admission, information in the institution's catalog relating to the testing and remedial requirements of TASP and of the rules adopted by the Board.

(h) TASP Test scores may be withheld and/or canceled for any student who is suspected of committing a testing irregularity during the TASP Test administration. A student whose TASP Test scores have been withheld shall receive prompt notification of the reasons why the scores have been withheld and shall be entitled to due process of law prior to any cancellation of scores. Institutions may be notified in the event the student is found to have committed a testing irregularity.

(i) The Commissioner of Higher Education has the authority to grant or reject extension requests.

5.315. Alternative Assessment.

(a) The Board shall establish other assessment procedures to be used by institutions in exceptional cases to allow a student to enroll in upper division courses in cases where student test results do not meet standards. This provision offers an alternative form of basic skill assessment for "exceptional cases" where a student is believed to possess the requisite skill knowledge but is unable to demonstrate mastery on the TASP examination. Application procedures for "exceptional case" status are detailed in the TASP policy manual.

(b) The Texas Higher Education Coordinating Board staff must review the application and recommendations, decide if the documentation provided supports classification as an "exceptional case" and, if the case meets all requirements, then specify: the "other assessment procedures" that must be used and the examiners who

must conduct the "other assessment procedures." The Commissioner of Higher Education has authority to approve or disapprove applications for alternative assessment.

5.316. Standards.

The Board shall set statewide standards for the certification form of the examination, but an institution may require higher performance standards than those set by the Board. In this case, a student wishing to transfer to an institution with higher standards may not be denied admission on the basis of TASP Test scores, but may, nonetheless, be required to meet other higher standards as determined by the institution. Effective 9/16/95 and until amended by the Board, passing scale score standards for the TASP Test are set at: Reading - 230; Mathematics - 230;Writing - 220.

5.317. Remediation and Advisement.

(a) For initial placement of a student, an institution may use any appropriate diagnostic assessment procedures.

(b) A student whose performance is below the standard set by the Board for a tested skill area on the certification form of the examination must participate continuously in a remediation program. "Continuously" means that during each semester in which a student is enrolled, he or she must participate and be enrolled in a remedial course or other remedial program provided by the institution.

(c) If the examination results indicate that remedial education is necessary in any area tested, the institution shall refer the student to remedial courses or other types of remedial programs made available by the institution. Remediation must begin as soon as possible, but not later than the beginning of the next semester.

(d) Each institution shall make available those courses and programs on the same campus or center at which the student would otherwise attend classes. Where there are multiple centers or sites for classes, an institution may designate a principal site or sites where remediation will be held.

(e) An institution may elect to provide remedial programs or courses on its campus by contracting with a second institution to deliver the instruction. If such an arrangement is made, the host institution will be responsible for the quality and effectiveness of remediation.

(f) An upper level institution or health science center that admits a student who has not passed the certification form of the examination is responsible for providing remedial instruction on campus either through the provision of non-credit remedial programs or by contracting with another institution, as provided in subsection (e) of this section.

(g) Remedial courses and programs may not be considered as credit toward completion of degree or certificate requirements.

(h) Each institution shall establish an advising program to advise students at every level of undergraduate courses and degree options that are appropriate for the individual student.

(i) Each institution shall formulate policies to require and monitor students' continuous participation in appropriate remedial courses and/or other types of programs until such students have passed all sections of the certification form of the TASP examination.

(j) The faculty of each institution should review its degree credit and certificate courses, and may identify those courses for which students must demonstrate prior successful performance on one or more parts of the TASP examination. Each institution adopting such a placement plan shall file it with the Texas Higher Education Coordinating Board. In the absence of such a placement plan, students would be eligible to enroll concurrently in remedial programs and college level courses, subject to appropriate advisement.

(k) When students are concurrently enrolled in multiple Texas public institutions of higher education, the institution where the student first registers and pays full tuition charges (per TEC 54.062) takes precedence for the provision of remediation in accordance with subsections (d) and (e) of this section.

5.318. Institutional Reporting.

(a) Each institution shall report annually to the Board, on or before a day set by rule of the Board and in a manner prescribed by the Board, data concerning the effectiveness of the institution's remedial program and advising program.

(b) Annual reports on the effectiveness of advising shall contain information about the institution's total advisement program.

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(c) Each institution is responsible for full compliance with T E.C. Section 51 306 and the rules adopted by the Coordinating Board.

(1) Failure to comply with the TASP statute and rules by admitting students to take semester credit hours or the equivalent who have not taken or passed the TASP Test (when applicable), or any other act or omission that results in the accumulation of semester credit hours or the equivalent in violation of the TASP statute and rules shall be a basis for disallowing those credits by audit, resulting in an adjustment of the dollar amounts of institutional funds. The funding adjustment will be based on credit hours used in the contact hours base period that have been disallowed as a result of audit.

(2) The State Auditor has the right to audit the TASP programs at institutions of higher learning for compliance utilizing the TASP statute, rules, and policy manual.